

## GOODHEART-WILCOX PUBLISHER QUESTIONNAIRE

**Course:** Personal Development (8500430)

**Title:** *Exploring Life and Career*, Edition: 7th

**Copyright:** 2017

**Author:** Dunn-Strohecker, Tippet

**Grade Level:** 6 - 8

**Authors & Credentials: List full name of author(s), with major or senior author listed first. Briefly provide credentials for each author.**

Martha Dunn-Strohecker's professional background includes secondary and higher education teaching, public management practice, and community service in nonprofit and religious organizations. Martha's extensive career combines family and consumer sciences, community nutrition, and public service focused on helping individuals and families use their resources more effectively and efficiently. Martha presently serves as a consultant in management and diversity training. Among her numerous honors, she received Ohio State University's highest award, the Centennial Award, and also Ohio State's Outstanding Leadership Recognition for services to families. Further, she has been listed in Who's Who of American Women, and received volunteer service awards from Goodwill Industries and the American Red Cross. Martha is presently a faculty member in Gerontology at North Shore Community College, where she developed the first online course in gerontology. She also does freelance writing, consulting work in management, and diversity training.

Deborah Tunstall Tippet's background includes 12 years as a family and consumer sciences teacher at the middle school level and as a teacher educator at both the University of North Carolina at Greensboro and at Meredith College. She is currently a professor and Department Head of the Human Environmental Sciences Department at Meredith College. Dr. Tippet has published research and presented workshops and courses on middle school family and consumer sciences. She has also presented to a variety of groups both nationally and internationally on the topic of working with the millennial generation and has been cited in over 300 newspapers on this research. She recently received her certification from Gallup as a Strengths Based Educator. Dr. Tippet served as a national officer of the Family and Consumer Sciences Education Association, the Kappa Omicron Nu Honor Society, and the U.S./International Federation of Home Economics.

**Students: Describe the type(s) of students for which this submission is intended.**

This submission is intended for Florida middle school students exploring personal development and career development. Students seeking to learn more about themselves as they grow and develop, as well as foster skills in communications, interpersonal relationships, resource management, critical thinking, and career foundations, will find this text essential. This textbook is also intended for students who may wish to explore careers within the Human Services career cluster.

**1. IDENTIFY AND DESCRIBE THE COMPONENTS OF THE MAJOR TOOL. The Major Tool is comprised of the items necessary to meet the standards and requirements of the category for which it is designed and submitted. As part of this section, include a description of the educational approach of the submission.**

**Educational Approach (The information provided here will be used in the instructional materials catalog in the case of adoption of the program. Please limit your response to 500 words or less.)**

*Exploring Life and Career* is a comprehensive text designed to help young teens learn about themselves, their friends, families, communities, environment, and career options. Students are challenged to develop essential life skills, apply basic learning, develop employability and critical thinking skills, and consider their communities and the environment. The overall goal is to enable teens to become caring, responsible, informed, and engaged students and citizens who are also prepared to explore the world of career options. The text is divided into 13 chapters with 58 short, easy-to-follow sections to hold the attention of young readers. Hundreds of color photographs, drawings, and charts are used throughout the text to illustrate main ideas and add visual appeal. Creative and informative features throughout the text help enhance student comprehension. Each unit opens with Exploring Careers, a list of careers and an activity that relates to the unit's concepts. Each chapter contains special features that relate content to math, reading, science, social studies, writing, financial literacy, health and safety, the environment, or community involvement. These features are designed to capture students' interests and encourage them to think beyond the concepts presented in the text. Each chapter concludes with a summary and review questions, and student activities to develop 21st century skills, core skills, and FCCLA-based leadership skills. Activities encourage students to apply their newfound information to writing, math, reading, listening, and speaking exercises. Activities also foster the

development of areas such as critical thinking, information literacy, creativity and innovation, social and cross-cultural skills, and communication and collaboration. Extensive use of Teacher's Resources, including lesson plans and assessments, help to reinforce core concepts and create a rich learning experience by teaching students to improve decision-making skills, set goals, and build healthy relationships with others. Unit projects are given to help students sync all information learned within one unit and apply information to a realistic, in-depth classroom project. Activities from the lesson plans and Workbook engage students as they study key concepts. *Exploring Life and Career* enables students to make informed judgments and decisions and apply them to all aspects of their lives.

**Major Tool - Student Components Describe each of the components, including a format description.**

1. *Exploring Life and Career* student textbook (printed, hard cover, full-color textbook with approximately 450 pages).
2. G-W Learning companion website for *Exploring Life and Career* is an online study reference that contains activity files, vocabulary exercises, interactive quizzes, and more.
3. Online Learning Suite for *Exploring Life and Career* provides the foundation of instruction and learning for digital and blended classrooms. An easy-to-manage, shared classroom subscription makes it a hassle-free solution for both students and instructors. An online student text and workbook, along with rich supplemental content, brings digital learning to the classroom. All instructional materials are found on a convenient online bookshelf that is accessible at home, at school, or on the go.
4. *Exploring Life and Career* Bundle combines both a printed text and an Online Student Center. All student support materials are available online in a six-year classroom subscription.

**Major Tool - Teacher Components Describe each of the components, including a format description.**

(N/A - see Ancillary Materials - Teacher Components below)

**2. IDENTIFY AND DESCRIBE THE ANCILLARY MATERIALS. Briefly describe the ancillary materials and their relationship to the major tool.**

**Ancillary Materials - Student Components Describe each of the components, including a format description.**

(N/A - see Ancillary Materials - Teacher Components below)

**Ancillary Materials - Teacher Components Describe each of the components, including a format description.**

Online Instructor Resources include Answer Keys, Lesson Plans, Instructor's Presentations for PowerPoint®, ExamView® Assessment Suite, and more.

**3. HOW MUCH INSTRUCTIONAL TIME IS NEEDED FOR THE SUCCESSFUL IMPLEMENTATION OF THIS PROGRAM? Identify and explain the suggested instructional time for this submission. If a series, state the suggested time for each level. The goal is to determine whether the amount of content is suitable to the length of the course for which it is submitted.**

Program planning guides are provided for *Exploring Life and Career* to suggest ways to schedule the chapters for different course calendars, including 12-week trimester and 18-week semester courses.

**4. WHAT PROFESSIONAL DEVELOPMENT IS AVAILABLE? Describe the ongoing learning opportunities available to teachers and other education personnel that will be delivered through their schools and districts as well as the training/in-service available directly from the publisher for successful implementation of the program. Also provide details of the type of training/in-service available and how it may be obtained. (The information provided here will be used in the instructional materials catalog in the case of adoption of the program.)**

In-service/staff development training is available during the life of the adoption in various formats upon request. Training support documentation can be provided in print or webinar and is available at no cost for the hours needed. Please contact G-W Educational Consultant Irene deVarona (877.327.4209 phone, idevarona@g-w.com e-mail) to arrange mutually-agreed upon in-service dates and formats.

**5. WHAT HARDWARE/EQUIPMENT IS REQUIRED? Briefly list and describe the hardware/equipment needed to implement the submission in the classroom. REMEMBER: Florida law does not allow hardware/equipment to be included on the bid! However, schools and districts must be made aware of the hardware/equipment needed to fully implement this program.**

For Online Materials: • Operating System: Microsoft Windows XP/VISTA/7/8, Mac OS 10.4 or later, or Mac iOS 4.3 or later. • Minimum Hardware: 600 MHz processor; 128 MB RAM; monitor or touch screen display. • Online Access: Internet or Wi-Fi connection is required; cookies and JavaScript enabled for full functionality. • Recommended Web browsers: Firefox, Internet Explorer, Chrome, or Safari.

**6. WHAT LICENSING POLICIES AND/OR AGREEMENTS APPLY? If software is being submitted, please attach a copy of the company's licensing policies and/or agreements.**

Not Applicable

**7. WHAT STATES HAVE ADOPTED THE SUBMISSION? List some of the states in which this submission is currently adopted.**

*Exploring Life and Career* (also previously titled Teen Life!) has been adopted in Alabama, Arkansas, Florida, Georgia, Idaho, Kentucky, Louisiana, North Carolina, Oklahoma, South Carolina, Tennessee, and West Virginia.

**8. LIST THE FLORIDA DISTRICTS IN WHICH THIS PROGRAM HAS BEEN PILOTED IN THE LAST EIGHTEEN MONTHS.**

Not Applicable