



# Applying Life Skills

© 2007

STANDARDS	PAGE REFERENCES
<b>LIFE CONNECTIONS II</b>	
<b>UNIT 1: PERSONAL DEVELOPMENT AND RELATIONSHIPS</b>	
<b>Competencies and Suggested Objectives:</b>	
<b>1. Evaluate personal development skills.</b>	
<p>a. Discuss types of personal growth and development.</p>	<p><b>Student Edition:</b> 19-33, 37-45, 133-137 <i>Character Check</i> 32, 43 <i>Figure</i> 21, 25 <i>Teens Speak</i> 53 <b>Teacher Wraparound Edition:</b> CT 20; TA 39; WRA 41</p>
<p>b. Identify physical, emotional, and social needs.</p>	<p><b>Student Edition:</b> 19-21, 54, 195, 307-311, 313-320, 321-323, 383, 595-596 <i>TIPS</i> 309 <b>Teacher Wraparound Edition:</b> CT 20, 309; EC 54; MDN 308</p>

STANDARDS	PAGE REFERENCES
c. Explore values, goals, and standards needed for the individual.	<b>Student Edition:</b> 25-27, 29-32, 37-44, 263-265 <i>Career Link</i> 35 <i>Character Check</i> 35 <i>Figure</i> 25, 40 <i>How To</i> 30-31 <b>Teacher Wraparound Edition:</b> MDN 39; TA 39; WRA 31
d. Discuss developing positive self-esteem.	<b>Student Edition:</b> 21-25, 148, 163 <i>Figure</i> 24 <i>Making Connections</i> 35 <i>Steps To Success</i> 22-23 <i>TIPS</i> 29 <b>Teacher Wraparound Edition:</b> FACS 24; TA 21; WA 335; WRA 22
<b>2. Discuss the decision-making process as related to adolescents.</b>	
a. Describe decision-making skills.	<b>Student Edition:</b> 51-57 <i>How To</i> 56-57 <i>Making Connections</i> 63 <i>Teens Speak</i> 53 <b>Teacher Wraparound Edition:</b> MDN 57; WA 55
b. Describe the types of decisions to be made.	<b>Student Edition:</b> 51-54 <i>How To</i> 56-57 <i>Making Connections</i> 63 <b>Teacher Wraparound Edition:</b> MDN 58
c. Discuss the effects decisions have on others and yourself.	<b>Student Edition:</b> 56-57 <i>How To</i> 56-57 <i>Making Connections</i> 63 <i>Teens Speak</i> 53 <b>Teacher Wraparound Edition:</b> WA 55

STANDARDS	PAGE REFERENCES
<b>3. Describe decisions to be made by adolescents.</b>	
a. Discuss physical changes during adolescence.	<b>Student Edition:</b> 19-20, 228 <i>Figure 20</i> <b>Teacher Wraparound Edition:</b> CT 20
b. Describe sexually transmitted diseases.	<b>Student Edition:</b> 334-336 <b>Teacher Wraparound Edition:</b> CT 334
c. Discuss problems related to teen pregnancy.	<b>Student Edition:</b> 336 <b>Teacher Wraparound Edition:</b> FACS 336
d. Discuss problems related to drugs, alcohol, and tobacco use.	<b>Student Edition:</b> 327-334, 337 <i>Figure 332</i> <i>How To 330-331</i> <i>TIPS 332</i> <b>Teacher Wraparound Edition:</b> CT 328; EC 332
e. Discuss conflicts and violence.	<b>Student Edition:</b> 141-144, 209-214 <i>How To 210-211</i> <i>School conflicts 153</i> <i>TIPS 144</i> <b>Teacher Wraparound Edition:</b> CT 142; WRA 143
f. Discuss career opportunities.	<b>Student Edition:</b> 65-79, 82-83, 100-101, 120-121 <i>How To 68-69</i> <i>Making Connections 81</i> <i>Steps To Success 73</i> <b>Teacher Wraparound Edition:</b> MDN 72

STANDARDS	PAGE REFERENCES
<b>4. Discuss establishing and maintaining good relationships.</b>	
a. Identify types of relationships to include family, peer, romantic, and business/working.	<p><b>Student Edition:</b>  87-90, 94-96, 113-115, 133-137, 167-169, 172-179, 183-195, 199-207  <i>Character Check</i> 172, 188, 206  <i>Friendship Benefits</i> 181  <i>How To</i> 91, 170-171, 190-191  <i>TIPS</i> 90, 117, 176, 186, 193, 202</p> <p><b>Teacher Wraparound Edition:</b>  CT 176, 178; EC 184</p>
b. Discuss skills that help to build strong relationships to include communication and understanding.	<p><b>Student Edition:</b>  123-131, 132-137  <i>Career Link</i> 139  <i>Character Check</i> 128  <i>How To</i> 130-131  <i>Steps To Success</i> 132  <i>TIPS</i> 90, 94, 117, 127, 129, 134</p> <p><b>Teacher Wraparound Edition:</b>  EC 125, 126</p>
c. Discuss conflict resolution, stress, and coping skills.	<p><b>Student Edition:</b>  113-115, 141-147, 150-151, 199-209, 272-273, 321  <i>Character Check</i> 145  <i>How To</i> 148-149  <i>Life Simulation</i> 153  <i>Safety Check</i> 147  <i>Steps To Success</i> 322-323  <i>TIPS</i> 41, 144, 146</p> <p><b>Teacher Wraparound Edition:</b>  EC 145, 273, 322</p>
<b>5. Discuss family relationships as related to adolescents.</b>	
a. Discuss relationships with parents and siblings.	<p><b>Student Edition:</b>  183-195  <i>How To</i> 190-191, 210-211  <i>Life Simulation</i> 197  <i>TIPS</i> 176, 186, 193</p> <p><b>Teacher Wraparound Edition:</b>  CT 194; FACS 195</p>

STANDARDS	PAGE REFERENCES
b. Describe traits of strong families.	<b>Student Edition:</b> 184-185, 189-195 <i>Character Check</i> 188 <i>How To</i> 190-191 <b>Teacher Wraparound Edition:</b> EC 184
<b>6. Discuss romantic relationships as related to adolescents.</b>	
a. Discuss reasons for dating.	<b>Student Edition:</b> 176-177 <i>Figure</i> 177 <b>Teacher Wraparound Edition:</b> CT 177
b. Discuss the responsibility and privilege of dating.	<b>Student Edition:</b> 176-177 <i>Figure</i> 177, 335 <i>TIPS</i> 176
c. Discuss dating challenges.	<b>Student Edition:</b> 176-179 <i>Figure</i> 178, 335 <b>Teacher Wraparound Edition:</b> D 177
<b>7. Discuss business/working relationships as related to adolescents.</b>	
a. Describe keys to good working relationships.	<b>Student Edition:</b> 85-90, 92-97 <i>Character Check</i> 97 <i>How To</i> 91 <i>TIPS</i> 90, 94, 117 <b>Teacher Wraparound Edition:</b> EC 95
b. Explain how to understand and get along with those in authority.	<b>Student Edition:</b> 133-135, 193 <i>Career Link</i> 217

STANDARDS	PAGE REFERENCES
<b>UNIT 2: DESIGN AND YOUR APPEARANCE</b>	
<b>1. Discuss factors to consider in planning and purchasing clothing and accessories.</b>	
a. Discuss the elements and principles of design.	<b>Student Edition:</b> 519-521, 524, 527 <i>Figure 522-523, 525, 526</i> <i>TIPS 521</i> <b>Teacher Wraparound Edition:</b> MDN 520
b. Describe the characteristics of natural and synthetic fibers.	<b>Student Edition:</b> 535-539 <i>Fabric Analysis 545</i> <i>Fabric Comparison 545</i> <i>Making Connections 545</i> <i>Teens Speak 539</i> <i>TIPS 538, 541</i> <b>Teacher Wraparound Edition:</b> EC 537, 538; WRA 539
c. Describe the types of textiles.	<b>Student Edition:</b> 540-542 <i>How To 543</i> <i>TIPS 541</i> <b>Teacher Wraparound Edition:</b> CT 540
d. Demonstrate the appropriate methods for fitting garments.	<b>Student Edition:</b> 531 <b>Teacher Wraparound Edition:</b> TA 39
e. Describe how to evaluate clothes for fit and quality.	<b>Student Edition:</b> 530-531 <i>How To 528-529, 543</i>
f. Discuss the economics of dry cleaning vs. home laundering.	<b>Student Edition:</b> 550-554 <i>How To 543</i> <b>Teacher Wraparound Edition:</b> EC 554; MA 531; RA 528

STANDARDS	PAGE REFERENCES
<b>2. Perform sewing skills using a variety of basic techniques.</b>	
a. Cut fabric according to simple pattern.	<b>Student Edition:</b> 562, 577 <i>Pattern cutting</i> 579 <b>Teacher Wraparound Edition:</b> CA 577
b. Using basting skills to hold fabric for sewing.	<b>Student Edition:</b> 582 <i>Basting samples</i> 593 <i>Figure</i> 589 <b>Teacher Wraparound Edition:</b> CT 582
c. Use simple hand stitches to construct project.	<b>Student Edition:</b> 582, 589 <i>Figure</i> 589 <i>Hemming practice</i> 593
d. Press completed project.	<b>Student Edition:</b> 554 <i>Safety Check</i> 554 <i>TIPS</i> 584
<b>UNIT 3: MANAGING RESOURCES</b>	
<b>1. Describe types of resources and their responsible use.</b>	
a. Identify human, material, and natural resources.	<b>Student Edition:</b> 27-29, 54, 74, 109, 351, 612, 630-632 <i>Figure</i> 27 <i>How To</i> 31, 56 <i>TIPS</i> 54 <b>Teacher Wraparound Edition:</b> EC 54; RA 27
b. Describe the appropriate use of resources.	<b>Student Edition:</b> 28-29, 54, 74, 109, 351, 612, 630-632 <i>How To</i> 31, 56 <i>Making Connections</i> 35 <i>TIPS</i> 54 <b>Teacher Wraparound Edition:</b> EC 27; FACS 74

STANDARDS	PAGE REFERENCES
<b>2. Discuss the benefits of appropriate money management.</b>	
a. Discuss planning short- and long-term goals.	<b>Student Edition:</b> 287 <i>Budget creation</i> 293
b. Discuss reasons for financial management.	<b>Student Edition:</b> 286-287 <i>Career Link</i> 293
<b>3. Describe common banking services.</b>	
a. Discuss different types of checking accounts.	<b>Student Edition:</b> 288-290 <i>Account comparisons</i> 293
b. Discuss different types of savings accounts to include certificates of deposit, money market accounts, savings bonds, and mutual funds.	<b>Student Edition:</b> 288 <i>Math</i> 293 <b>Teacher Wraparound Edition:</b> CT 288
<b>4. Discuss the use of credit.</b>	
a. Explain the use of credit.	<b>Student Edition:</b> 290 <i>TIPS</i> 290
b. Discuss types of credit accounts to include cash loans, installment purchases, and charge accounts.	<b>Student Edition:</b> 290
c. Discuss the advantages and disadvantages of credit cards.	<b>Student Edition:</b> 290-291 <b>Teacher Wraparound Edition:</b> EC 291
d. Describe factors that make a consumer a good credit risk.	The following page can be used to help facilitate this standard. <b>Student Edition:</b> 290-291
<b>5. Discuss major consumer purchases.</b>	
a. Discuss the importance of planning for major purchases.	The following page can be used to help facilitate this standard. <b>Student Edition:</b> 287

STANDARDS	PAGE REFERENCES
b. Discuss the importance of planning for emergency purchases.	The following page can be used to help facilitate this standard. <b>Student Edition:</b> 287
c. Discuss the types of major consumer purchases.	<b>Student Edition:</b> 290
d. Calculate the finance cost of a new car.	<b>Teacher Wraparound Edition:</b> MDN 291
e. Determine the cost of insurance, taxes, tag, and upkeep of a new car.	This standard can be met as an extension to teacher/class discussion of major consumer purchases.
<b>UNIT 4: PHYSICAL WELLNESS</b>	
<b>1. Discuss the factors that promote physical wellness.</b>	
a. Define wellness.	<b>Student Edition:</b> 307-311, 314-323 <i>How To</i> 312-313 <i>Steps To Success</i> 322-323 <i>Teens Speak</i> 315 <i>TIPS</i> 309, 311, 314 <b>Teacher Wraparound Edition:</b> EC 308
b. Describe how exercise affects wellness.	<b>Student Edition:</b> 315-318, 320 <i>Figure</i> 316 <b>Teacher Wraparound Edition:</b> EC 316
c. Describe how diet affects wellness.	<b>Student Edition:</b> 315, 318-319, 355-367 <i>Figure</i> 356, 358 <b>Teacher Wraparound Edition:</b> OC 315
d. Explain the relationship of exercise, diet, and health.	<b>Student Edition:</b> 315, 318-319, 371-372 <i>Teens Speak</i> 315 <b>Teacher Wraparound Edition:</b> TA 315

STANDARDS	PAGE REFERENCES
e. Evaluate personal eating and exercise habits.	<b>Student Edition:</b> <i>Culture comparisons</i> 369 <i>How To</i> 374-375 <i>Math</i> 389 <i>Nutrition planning</i> 389 <i>Steps To Success</i> 384-385 <b>Teacher Wraparound Edition:</b> WA 308
<b>2. Discuss health hazards.</b>	
a. Discuss the consequences of obesity and malnourishment.	<b>Student Edition:</b> 320, 373 <i>TIPS</i> 376
b. Discuss ways to achieve and maintain desirable weight.	<b>Student Edition:</b> 318-319, 373 <i>How To</i> 364-365, 374-375 <i>Math</i> 369 <i>Safety check</i> 319 <b>Teacher Wraparound Edition:</b> CT 319; EC 323; TA 315
c. Describe health hazards caused by substance abuse.	<b>Student Edition:</b> 208, 328-333 <i>Figure</i> 329 <b>Teacher Wraparound Edition:</b> EC 332
d. Discuss the effects of indiscriminate sexual activity.	<b>Student Edition:</b> 334-336 <b>Teacher Wraparound Edition:</b> CT 334; FACS 336
e. Discuss communicable diseases.	The following pages can be used to help facilitate this standard. <b>Student Edition:</b> 334-336

STANDARDS	PAGE REFERENCES
<b>3. Discuss the impact of nutrition on wellness.</b>	
a. Discuss how eating habits and lifestyle can affect wellness.	<b>Student Edition:</b> 307-311, 315-320, 371-373 <i>Figure 316</i> <i>How To 374-375</i> <i>Teens Speak 315</i> <i>TIPS 309</i> <b>Teacher Wraparound Edition:</b> EC 308; WA 308
b. Plan a well-balanced diet.	<b>Student Edition:</b> 371-373, 376-378 <i>How To 374-375, 384-385</i> <i>Nutrition planning 389</i> <i>TIPS 363, 367, 373</i> <b>Teacher Wraparound Edition:</b> CT 379
c. Plan an individual exercise program.	<b>Student Edition:</b> 316-317 <b>Teacher Wraparound Edition:</b> EC 317; FACS 316
<b>4. Prepare nutritious and appealing food in the laboratory.</b>	
a. Plan a menu.	<b>Student Edition:</b> 449-450, 466-471 <i>How To 414</i> <i>Meal planning 389, 447</i> <i>Steps To Success 384, 468-469</i>
b. Determine recipes to be used and recipe yields.	<b>Student Edition:</b> 457 <i>Figure 513</i> <i>Math 463</i> <i>Recipe analysis 463</i> <i>Recipe evaluation 463</i> <i>Recipe file 463</i> <b>Teacher Wraparound Edition:</b> EC 450; WRA 384

STANDARDS	PAGE REFERENCES
c. Plan a shopping list based on menu and recipes.	<p><b>Student Edition:</b>  391-400  <i>How To</i> 498-499  <i>Math</i> 403  <i>Shopping preparation</i> 403  <i>TIPS</i> 399</p> <p><b>Teacher Wraparound Edition:</b>  FACS 392</p>
d. Develop a work schedule to include large and small equipment required for meal preparation.	<p><b>Student Edition:</b>  419-424, 427-428, 472-475  <i>Figure</i> 422, 423, 425, 426, 429  <i>How To</i> 430-431, 476-477  <i>Kitchen inventory</i> 433</p> <p><b>Teacher Wraparound Edition:</b>  EC 476; FACS 426</p>
e. Prepare food for service using proper safety and sanitation techniques.	<p><b>Student Edition:</b>  376, 435-436, 438-443  <i>Figure</i> 437  <i>How To</i> 444-445  <i>Range safety</i> 433  <i>Safety posters</i> 447  <i>Sanitation evaluation</i> 447</p> <p><b>Teacher Wraparound Edition:</b>  CT 437; OC 436; TA 376</p>
f. Demonstrate proper table for buffet service.	<p>The following pages can be used to help facilitate this standard.</p> <p><b>Student Edition:</b>  405-409</p>
g. Demonstrate proper cleaning and sanitizing of kitchen.	<p><b>Student Edition:</b>  436, 438-439  <i>Figure</i> 437  <i>Sanitation evaluation</i> 447</p> <p><b>Teacher Wraparound Edition:</b>  CT 437</p>

STANDARDS	PAGE REFERENCES
<b>UNIT 5: CHILD CARE</b>	
<b>1. Research the responsibilities of caring for the unborn child.</b>	
a. Discuss medical care required.	This standard can be met as an extension to teacher/class discussion of the unborn child.
b. Describe proper nutrition and the effects of substance abuse.	This standard can be met as an extension to teacher/class discussion of the unborn child. <b>Student Edition:</b> The effects of substance abuse are discussed on: 208-209, 332-333 Dietary guidelines are covered on pages: 372-373, 374-376, 376-377
<b>2. Discuss the developmental stages of child growth.</b>	
a. Describe the infant stage.	<b>Student Edition:</b> 222-223 <i>Figure 222, 226</i> <b>Teacher Wraparound Edition:</b> MA 222; WA 223
b. Describe the toddler stage.	<b>Student Edition:</b> 223-227 <i>Figure 223, 226</i> <i>How To 224-225</i> <b>Teacher Wraparound Edition:</b> FACS 224; TA 225; WA 223
c. Describe the preschool stage.	<b>Student Edition:</b> 227 <i>Figure 226</i> <b>Teacher Wraparound Edition:</b> GS 225; MA 227
d. Describe the school age.	<b>Student Edition:</b> 227-228 <i>Figure 226</i>
<b>3. Discuss the responsibilities of babysitting.</b>	
a. Discuss questions to ask parents.	<b>Student Edition:</b> <i>TIPS 245</i>
b. Discuss the importance of obtaining emergency information.	<b>Student Edition:</b> <i>Evacuation plan 247</i> <i>Personal preparation 247</i> <i>TIPS 245</i>

STANDARDS	PAGE REFERENCES
c. Discuss handling emergencies to include first aid, fire, stranger, and safety.	<b>Student Edition:</b> 235-239 <i>Reading 247</i> <i>Safety check 239</i> <b>Teacher Wraparound Edition:</b> EC 235; GS 239
d. Discuss ways to meet children’s physical needs to include mealtime, bathtime, and bedtime.	<b>Student Edition:</b> 242-245 <i>How To 240-241</i> <i>TIPS 236</i> <b>Teacher Wraparound Edition:</b> RA 245
e. Discuss ways to meet social and emotional needs to include rules and positive communication.	<b>Student Edition:</b> 239, 242 <i>Character Check 234</i> <b>Teacher Wraparound Edition:</b> D 242
<b>UNIT 6: HOUSING AND HOME INTERIORS</b>	
<b>1. Discuss reasons that people need shelter.</b>	
a. Identify human needs for shelter and housing.	<b>Student Edition:</b> 595-597 <i>How To 598-599</i> <b>Teacher Wraparound Edition:</b> RA 601
b. Discuss how housing needs change throughout the lifespan.	<b>Student Edition:</b> 597 <b>Teacher Wraparound Edition:</b> D 596
<b>2. Discuss factors to consider when deciding the type of shelter required.</b>	
a. Discuss the needs of individuals and how families differ.	<b>Student Edition:</b> 595-597, 600-607 <i>How To 598-599</i> <b>Teacher Wraparound Edition:</b> D 597, 599; FACS 599
b. Discuss location considerations.	<b>Student Edition:</b> 597 <b>Teacher Wraparound Edition:</b> MDN 597

STANDARDS	PAGE REFERENCES
c. Discuss permanency of residency.	<b>Student Edition:</b> 603-607
d. Discuss the types of available housing and cost.	<b>Student Edition:</b> 600-607, 609 <b>Teacher Wraparound Edition:</b> MDN 601
<b>3. Discuss the basics of home design.</b>	
a. Analyze a floor plan for livability.	The following pages can be used to help facilitate this standard. <b>Student Edition:</b> 595-597, 600-603
b. Describe plans for efficient room arrangement.	<b>Student Edition:</b> 616-618, 620-621 <i>Figure 617</i>
c. Discuss decorating needs for each room to include furnishings, accessories, and elements and principles of design.	<b>Student Edition:</b> 611-623 <i>Figure 612, 616, 618</i> <i>How To 624-625</i> <i>TIPS 621</i> <b>Teacher Wraparound Edition:</b> CT 616; MDN 618