



APPLYING LIFE SKILLS

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STANDARDS	PAGE REFERENCES
<p>Standard 1: Advocate a Healthy Lifestyle Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.</p>	
<p>Introductory Benchmark: Advocate a Healthy Lifestyle</p>	
<p>Introductory Benchmark A: Identify social and cultural factors that influence healthy lifestyle choices.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> Describe the impact of peer pressure on lifestyle. Describe the impact of vending, fast/convenience foods on lifestyle. 	<p>Student Edition: 175-181, 418, 423 <i>English Language Arts</i> 181, 197 <i>How I See It</i> 177 <i>Take Charge</i> 179</p> <p>Teacher Annotated Edition: DS 175; RC 178; SP 176</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark B: Demonstrate use of problem solving to make healthy food choices for a healthy body.	
<ol style="list-style-type: none"> 1. Establish criteria for making daily food choices to meet valued outcomes (e.g., health, economics and aesthetics). 2. Explain how MyPyramid.gov guides healthy food choices. 3. Predict the consequences of using daily recommended dietary habits. 4. Explain how group/team skills accommodate and meet individual healthy body needs in a family/household with diverse preferences. 	<p>Student Edition: 389-391, 395, 399, 401-408 <i>Figure</i> 394, 396, 397, 398 <i>Health & Wellness Tips</i> 407 <i>Real World Skills</i> 410 <i>Social Studies</i> 399, 408 <i>Succeed in School</i> 407 <i>Take Charge</i> 395 <i>Writing Activity</i> 387</p> <p>Teacher Annotated Edition: CA 394, 396; CT 395, 397, 543; RC 393; SP 390; WS 391</p>
Introductory Benchmark C: Describe food intake patterns related to healthy lifestyle outcomes.	
<ol style="list-style-type: none"> 1. Recognize choices that promote healthy food consumption. 2. Identify food categories or combinations that meet healthy dietary guidelines and contribute to healthy eating patterns. 3. Demonstrate knowledge of basic food preparation. 	<p>Student Edition: 389-391, 395, 415-423, 425, 428-429, 489-498, 524-527, 537-539, 543-546, 562-563, 565-566 <i>English Language Arts</i> 551 <i>Figure</i> 394, 396, 397, 398, 426, 427 <i>How I See It</i> 546 <i>How To</i> 392-393, 420-421, 500-501 <i>Take Charge</i> 395, 416, 494, 543</p> <p>Teacher Annotated Edition: C 527; CA 547, 565; LHR 419</p>
Introductory Benchmark D: Examine restaurants and their menus related to a healthy lifestyle.	
<ol style="list-style-type: none"> 1. Research www.MyPyramid.gov to gain knowledge of restaurant menu items for nutritional value. 2. Differentiate among restaurant menu items that contribute to daily requirements including portion control. 3. Identify nutritious foods to eat when away from home. 	<p>Student Edition: 418-423 <i>Health & Wellness Tips</i> 418</p> <p>Teacher Annotated Edition: CT 420, 421; RC 421; RS 420; WS 371, 422</p>

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Introductory Benchmark E: Apply nutrition information to guide food choices for a healthy lifestyle.	
<ol style="list-style-type: none"> 1. Determine reliable sources of nutrition information. 2. Identify the components of the USDA nutrition facts label. 3. Research special claims on food labels related to the nutritive value of packaged food. 4. Demonstrate knowledge of nutrient functions in the body. 	<p>Student Edition: 367-375, 443 <i>Active Learning</i> 384 <i>Family & Community Connections</i> 384 <i>Figure</i> 444 <i>Health & Wellness Tips</i> 465 <i>Real World Skills</i> 410 <i>Social Studies</i> 375 <i>Writing Activity</i> 365</p> <p>Teacher Annotated Edition: CA 369, 371, 374, 444; CT 369, 370</p>
Introductory Benchmark F: Understand factors associated with body weight.	
<ol style="list-style-type: none"> 1. Explain the role of exercise in managing weight. 2. Identify factors that influence body weight. 3. Explain criteria for determining healthy body weight. 	<p>Student Edition: 345-347, 390, 406 <i>Connect</i> 345 <i>Health & Wellness Tips</i> 339, 391 <i>How I See It</i> 405 <i>How To</i> 378-379 <i>Math You Can Use</i> 346, 379 <i>Social Studies</i> 356 <i>Take Charge</i> 395</p> <p>Teacher Annotated Edition: CA 345; CT 345; HT 379</p>
Introductory Benchmark G: Recognize how physical activity and sleep affect a healthy lifestyle.	
<ol style="list-style-type: none"> 1. Identify the health benefits of physical activity and sleep. 2. Describe physical activities suitable for adolescents. 3. Describe the sleep patterns suitable for adolescents. 	<p>Student Edition: 336-339, 342 <i>How I See It</i> 337 <i>Succeed in School</i> 125</p> <p>Teacher Annotated Edition: RC 340; WS 338</p>

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<p>Standard 2 Build Relationships Students can develop personal assets that make them caring, healthy and responsible people. They can learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflicts peacefully; and show concern for individuals, family and community. These assets contribute to building healthy families; interactions with their peers and adults; establishing friendships; preparing for marriage; and building relationships that make a productive workplace.</p>	
<p>Introductory Benchmark: Build Relationships</p>	
<p>Introductory Benchmark A: Identify the role of academic achievement in transitions.</p>	
<ol style="list-style-type: none"> 1. Identify qualities and skills to build and maintain friendships. 2. Identify relationship behaviors and factors that lead to long-term relationships. 3. Identify various stereotypes and understand how they affect interpersonal relationships. 4. Apply conflict resolution skills that lead to building healthy relationships, such as communication skills and problem solving skills. 5. Recognize how technological advances impact individual and group relationships through: <ol style="list-style-type: none"> a. Safe use of technology (e.g., on cell phones, e-mail, Web pages, chat rooms); b. Risky Internet behaviors. 6. Apply effective communication skills to build healthy relationships pertaining to: <ol style="list-style-type: none"> a. Trust and self-disclosure; b. Message sending and receiving; c. Verbal and non-verbal communication; d. Technology in relationships; e. Communication across cultures. 	<p>Student Edition: 94, 137-142, 144-148, 158-161, 163-167, 183-194, 314-323 <i>Active Learning</i> 150, 170, 196 <i>Building Character</i> 138, 185 <i>English Language Arts</i> 142, 148 <i>Health & Wellness Tips</i> 193 <i>How I See It</i> 158 <i>How To</i> 164-165, 186-187, 318-319 <i>Social Studies</i> 142, 148 <i>Take Charge</i> 166, 189 <i>Writing Activity</i> 135</p> <p>Teacher Annotated Edition: CA 137, 139, 141, 322; DS 144; RS 137; SP 138</p>

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Introductory Benchmark B: Develop coping and personal resilience skills.	
<ol style="list-style-type: none"> 1. Explain how positive and negative attitudes influence behavior. 2. Identify skills to resist peer influence. 	<p>Student Edition: 96, 119, 147, 175-181 <i>Building Character</i> 737 <i>Connect</i> 175 <i>English Language Arts</i> 181 <i>Health & Wellness Tips</i> 96 <i>How I See It</i> 177 <i>Take Charge</i> 179 <i>Safety Check</i> 180</p> <p>Teacher Annotated Edition: CA 96, 175; SP 176</p>
Introductory Benchmark C: Recognize personal assets that demonstrate healthy, caring and responsible citizenship.	
<ol style="list-style-type: none"> 1. Identify assets that provide for growing up healthy, caring and responsible including: <ol style="list-style-type: none"> a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning); b. Internal assets (e.g., commitment to learning, positive values, social competencies, positive identity). 2. Identify strategies to resist peer pressure. 	<p>Student Edition: 37-43, 179-181 <i>Building Character</i> 41, 51, 73, 90, 97, 185, 213, 234, 252, 270, 280, 422, 477, 586, 690 <i>English Language Arts</i> 181 <i>Take Charge</i> 40, 179</p> <p>Teacher Annotated Edition: DS 37</p>
<p>Standard 3: Demonstrate Personal Financial Literacy Students will develop attitudes and skills to achieve personal financial wellness. They will learn the implications of sound financial decision making, appropriate use of credit, adequate insurance and their impact on personal and workplace financial wellness. Students will learn the inter-relationships between values, spending decisions, income and education. They will be able to use and evaluate technology for financial purposes, avoiding financial fraud. They will address public policy as it relates to family financial well-being.</p>	
Introductory Benchmark: Demonstrate Personal Financial Literacy	
Introductory Benchmark A: Identify attitudes, behavior, and skills that lead to financial satisfaction.	
<ol style="list-style-type: none"> 1. Identify expenses and sources of income (e.g., earnings, gifts). 2. Develop budget plans to spend, save, and give to others. 3. Describe decision-making steps that lead to meeting financial needs and wants. 	<p>Student Edition: 301-304, 307-308</p> <p>Teacher Annotated Edition: CA 308; CT 303, 308</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark B: Describe various financial institutions and services.	
<ol style="list-style-type: none"> 1. Compare banking costs and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services). 2. Compare banking tools to complete and manage finances. 3. Analyze types of credit available to individuals. 4. Interpret time value of money related to borrowing and saving. 5. Recognize fraudulent practices that might impact financial stability. 	<p>Student Edition: 308-312 <i>Active Learning</i> 326</p> <p>Teacher Annotated Edition: CT 310; RC 310</p>
<p>Standard 4: Design a Career Blueprint Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extra-curricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.</p>	
Introductory Benchmarks: Design a Career Blueprint	
Introductory Benchmark A: Develop an individual academic career plan based on self-knowledge and interests.	
<ol style="list-style-type: none"> 1. Develop profile of interests, attitudes, goals, skills, and expectations related to career options. 2. Identify career information resources. 3. Recognize factors affecting career choices. 4. Relate career clusters to interest and talents. 5. Identify education and training opportunities (e.g., military, college apprenticeship, career and technical education, entrepreneurship). 6. Draft individual career plan. 	<p>Student Edition: 66-68, 70-79, 87-94, 769-770 <i>English Language Arts</i> 79 <i>Figure</i> 72 <i>Financial Literacy</i> 65 <i>Health & Wellness Tips</i> 96 <i>How I See It</i> 90 <i>How To</i> 76-77, 92-93 <i>Real World Skills</i> 82 #16 <i>Social Studies</i> 94 <i>Succeed in School</i> 73 <i>Take Charge</i> 74 <i>Writing Activity</i> 61</p> <p>Teacher Annotated Edition: CA 70, 71, 91; CT 90; F 72; RC 75; RS 71</p>

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Introductory Benchmark B: Identify job search skills.	
<ol style="list-style-type: none"> 1. Write beginning resume. 2. Recognize possible job search resources (e.g., family, neighbors, friends). 3. Explore career possibilities through volunteer activities. 	<p>Student Edition: 73, 76, 110—114, 771-772 <i>Community Connections</i> 75 <i>Figure 42</i>, 111 <i>How To</i> 76-77 <i>Real World Skills</i> 128 #16 <i>Succeed in School</i> 73 <i>Take Charge</i> 74</p> <p>Teacher Annotated Edition: CA 110, 111; TC 74</p>
Introductory Benchmark C: Understand career and workplace issues.	
<ol style="list-style-type: none"> 1. Identify social, economic, technical, and global trends impacting the workplace 2. Identify implications of life and work changes (e.g., multiple careers in a lifetime, work-from home technologies, emerging careers, secure technology systems). 	<p>Student Edition: 78-79, 101 <i>English Language Arts</i> 327 <i>Family & Community Connections</i> 82 <i>Take Charge</i> 314</p> <p>Teacher Annotated Edition: CT 78, 314</p>
<p>Standard 5: Become Consumer Savvy Students gain critical knowledge and skills to help them function as informed, educated, and responsible consumers. They determine needs based on values, critique the media’s accurate representation of goods and services, compare and judge quality of products in order to make responsible decisions, and exercise their consumer rights as needed. Having explored national and global economics principles, students can better understand the interdependence of consumer behaviors, national and world events, economic trends, and the environmental impact of such. Therefore, students are better prepared to take empowered consumer action alone or with concerned citizen groups.</p>	
Introductory Benchmark: Become Consumer Savvy	
Introductory Benchmark A: Recognize the impact of advertising on individual purchasing decisions.	
<ol style="list-style-type: none"> 1. Describe marketing approaches to advertising. 2. Describe influence of advertising on consumers and purchasing decisions. 3. Identify potential impact of advertising sources (e.g., Internet, media, publications, billboards, trademarks) on consumer decisions. 	<p>Student Edition: 301 <i>English Language Arts</i> 408 <i>Social Studies</i> 312 <i>Writing Activity</i> 299</p> <p>Teacher Annotated Edition: PAS 312; WS 304</p>

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Introductory Benchmark B: Recognize strategies, products and service decisions that meet individual needs and valued ends.	
<ol style="list-style-type: none"> 1. Explore products related to selected criteria (e.g., price, features, quality, convenience, warranty). 2. Compare purchasing at various locations (e.g., Internet, specialty stores, department stores, mega stores). 3. Identify how product information on food and clothing labels assists consumers decisions to meet valued ends. 	<p>Student Edition: 302-304, 610-613 <i>Real World Skills</i> 326 #15, 16, 616 #15 <i>Take Charge</i> 303</p> <p>Teacher Annotated Edition: CA 312</p>
Introductory Benchmark C: Advocate consumer rights and responsibilities.	
<ol style="list-style-type: none"> 1. Identify a consumer’s right to be informed and responsibility to use available information. 2. Describe advocacy skills to remedy unsatisfactory purchases of products and services. 3. Describe consequences of ethical and unethical practices to individuals and businesses. 	<p>Student Edition: 304-306 <i>Character Building</i> 305 <i>English Language Arts</i> 312 <i>Real World Skills</i> 326 #14</p> <p>Teacher Annotated Edition: CA 306; RC 306; WS 306</p>
Introductory Benchmark D: Recognize environmental impact of consumer practices.	
<ol style="list-style-type: none"> 1. Identify methods of sustaining environment in everyday product and service decisions. 2. Identify how packaging of home products uses renewable and non-renewable resources. 3. Recognize how consumer actions and purchase practices affect renewable and non-renewable resources. 	<p>Student Edition: 742-745, 748 <i>Figure</i> 746-747 <i>Health & Wellness Tips</i> 745</p> <p>Teacher Annotated Edition: CA 746</p>
Introductory Benchmark E: Analyze the interrelationship between the economy and consumer decisions.	
<ol style="list-style-type: none"> 1. Identify participant impact (e.g., producers, consumers, government, labor) on free enterprise system. 2. Describe impact of supply and demand on consumer prices and product choices. 3. Describe effects of unethical consumer practices on businesses. 	<p>Student Edition: 65 <i>Building Character</i> 305</p> <p>Teacher Annotated Edition: CT 65; D 305</p>

STANDARDS	PAGE REFERENCES
<p>Standard 6: Ensure Food Safety Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They evaluate information related to advances in food technology, nutrition and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.</p>	
<p>Introductory Benchmark: Ensure Food Safety</p>	
<p>Introductory Benchmark A: Recognize importance of proper food and beverage handling techniques related to food-borne pathogens.</p>	
<ol style="list-style-type: none"> 1. Practice personal hygiene behaviors to prevent food-borne pathogens by: <ol style="list-style-type: none"> a. Washing hands; b. Covering cough or sneeze and washing hands; c. Tying hair back and avoiding touch; d. Wearing clean clothes with no loose sleeves; e. Using gloves if hands have open sores or cuts; f. Avoiding tastes with utensils used to prepare food. 2. Describe how common mistakes in food handling promote food-borne pathogens (e.g., Salmonella, botulism, and E. coli). 3. Use safe kitchen behaviors to prevent food-borne pathogens including: <ol style="list-style-type: none"> a. Cook foods to recommended temperatures; b. Refrigerate food promptly; c. Keeping hot foods hot; d. Avoid eating raw foods (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish); e. Thaw frozen foods in refrigerator overnight or in microwave; f. Wash fresh produce under running water just before using or eating; 4. Explain kitchen sanitation procedures, to prevent cross contamination and food-borne pathogens by: <ol style="list-style-type: none"> a. Using clean utensils and containers; b. Washing tops of cans; c. Washing counters and cutting boards with chlorine bleach solution; d. Keeping pets and insects out of the kitchen; e. Cleaning as you go; f. Disposing garbage properly; g. Washing dishcloths and sponges daily. 	<p>Student Edition: 393, 451-455, 479, 734 <i>Active Learning</i> 460 <i>Connect</i> 451 <i>English Language Arts</i> 457 <i>Figure</i> 452 <i>Health & Wellness Tips</i> 453 <i>How To</i> 454-455 <i>Real World Skills</i> 460 #16 <i>Take Charge</i> 453</p> <p>Teacher Annotated Edition: CA 451; CT 454; RC 451; UA 393; WS 734</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark B: Identify thoughtful, ethical, and workable individual actions that ensure adequate, secure food supplies for individuals and families.	
<ol style="list-style-type: none"> 1. Select foods from a limited set of food choices to: <ol style="list-style-type: none"> a. Give an example of nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins) b. Explore individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences). 2. Determine whether school wellness program provides students with foods that meet dietary requirements. 3. Determine if school wellness program suits the diverse school population. 4. Identify common food allergies and sensitivities (e.g., seafood, wheat, nuts, lactose, eggs). 5. Monitor labels to help individuals avoid allergenic foods (e.g., seafood, wheat, nuts, lactose, eggs). 	<p>Student Edition: 367-375, 377-379, 389-390, 402-405 <i>Family & Community Connections</i> 410 <i>Safety Check</i> 402 <i>Science You Can Use</i> 403</p> <p>Teacher Annotated Edition: CA 367, 369; SP 390, 402</p>
Introductory Benchmark C: Identify kitchen practices that sustain the environment.	
<ol style="list-style-type: none"> 1. Give examples of renewable and non-renewable resources related to food and food packaging. 2. Understand what food preparation practices help sustain the environment including: <ol style="list-style-type: none"> a. Separate trash into renewable and non-renewable categories before discarding; b. Keep range top burners and reflectors clean; c. Run dishwasher only when full; d. Avoid preheating oven except for baking; e. Cover pan when boiling water; f. Match pan size to heating element; g. Watch the timer rather than open the oven door. 3. Recognize why food preparation practices can sustain the environment. 	<p>Student Edition: 743, 748 <i>Figure 746-747</i></p> <p>Teacher Annotated Edition: CA 746</p>

STANDARDS	PAGE REFERENCES
<p>Standard 7: Manage a Life Plan Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.</p>	
<p>Introductory Benchmark: Manage a Life Plan</p>	
<p>Introductory Benchmark A: Recognize values and resources that support goals.</p>	
<ol style="list-style-type: none"> 1. Identify short-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement. 2. Identify long-term, goal-setting processes related to interpersonal relationships, academics, money, health, and community involvement. 3. Define values that impact goal setting (e.g., aesthetic, health, safety, intellectual, economic, prudential, ethical, environmental). 4. Identify resources related to current goals including: <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technology, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., saving, spending, gifting). 	<p>Student Edition: 15-17, 37-39, 56-57, 308 <i>Active Learning</i> 32 <i>Building Character</i> 371 <i>English Language Arts</i> 19 <i>Family & Community Connections</i> 32 <i>How To</i> 16-17</p> <p>Teacher Annotated Edition: CT 16; HT 16; WS 16</p>
<p>Introductory Benchmark B: Identify time management strategies related to personal, educational, and family goals.</p>	
<ol style="list-style-type: none"> 1. Identify time management techniques that help meet goals (e.g., setting priorities, using schedules and planners, avoiding procrastination, multi-tasking). 2. Recognize self-management as essential to time management. 3. Describe barriers that prevent or interfere with time management (e.g., procrastination). 	<p>Student Edition: 21-25 <i>English Language Arts</i> 29 <i>How To</i> 24-25 <i>Mathematics</i> 33</p> <p>Teacher Annotated Edition: CA 21; HT 25; SP 24</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark C: Recognize methods to reduce and manage stress.	
<ol style="list-style-type: none"> 1. Describe the impact of internal and external stressors. 2. Identify positive steps to reduce stress including: <ol style="list-style-type: none"> a. Describe healthy and unhealthy ways to deal with stress; b. Identify how to build self-worth and self-efficacy to reduce stress; c. Identify strategies for coping with change that can cause stress. 3. Recognize support services available for coping with stress (e.g., professionals, family, government and community agencies, school personnel). 	<p>Student Edition: 27-29, 124, 341-342 <i>Health & Wellness Tips</i> 28 <i>Succeed in School</i> 341 <i>Social Studies</i> 29</p> <p>Teacher Annotated Edition: CA 27; CT 28; UA 27; WS 28</p>
Introductory Benchmark D: Identify daily life practices, routines and procedures that sustain the environment.	
<ol style="list-style-type: none"> 1. Define how to reduce, reuse, recycle, and conserve resources by naming: <ol style="list-style-type: none"> a. Materials to recycle; b. Methods to reduce goods and services; c. Goods whose re-use benefits the environment. 2. Identify role of resource conservation in choosing goods and services to meet daily needs. 3. Define natural resources and ways to conserve them in daily life practices. 	<p>Student Edition: 742-745, 748 <i>English Language Arts</i> 748, 751 <i>Figure</i> 746-747 <i>Real World Skills</i> 750 #16 <i>Social Studies</i> 748</p> <p>Teacher Annotated Edition: CA 744, 746; CT 745; WS 746</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark E: Define decision-making process.	
<ol style="list-style-type: none"> 1. Recognize decision-making skills needed to achieve goals namely: <ol style="list-style-type: none"> a. Define rational and irrational decision-making behaviors; b. Recognize different individual perspectives related to decision-making; c. Recognize consequences of decision actions. 2. Outline steps to decision making process namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Choose best alternative based on workable, valued ends; d. Identify plan to carry out decision; e. Discuss intended and unintended outcomes. 3. Explore reliable resources to assist in decision making. 	<p>Student Edition: 45-52 <i>Active Learning</i> 54 <i>English Language Arts</i> 52 <i>How To</i> 48-49 <i>Social Studies</i> 52</p> <p>Teacher Annotated Edition: HT 48; RC 49; WS 48</p>
Introductory Benchmark F: Apply skills for resisting peer pressure and to resolve conflict in interpersonal, educational and workplace relationships.	
<ol style="list-style-type: none"> 1. Define pressures related to resisting adolescent peer pressure. 2. Identify support systems available for resisting peer pressure and resolving conflict. 3. Describe how self-worth, self-confidence, and self-efficacy assist in resisting unproductive peer pressure. 4. Define conflict resolution skills related to: <ol style="list-style-type: none"> a. Negotiable and non-negotiable areas of conflict; b. Appropriate ways to express anger in interpersonal conflicts; c. Limits and boundaries for respecting and protecting self and others. 	<p>Student Edition: 155-161, 163-167, 176-181 <i>Active Learning</i> 170 <i>English Language Arts</i> 161, 167, 181 <i>Family & Community Connections</i> 170 <i>Financial Literacy</i> 160 <i>How I See It</i> 140, 158 <i>How To</i> 164-165 <i>Safety Check</i> 156, 180 <i>Social Studies</i> 161 <i>Take Charge</i> 166, 179</p> <p>Teacher Annotated Edition: DS 155; RC 160; SP 156, 164</p>

STANDARDS	PAGE REFERENCES
<p>Introductory Benchmark G: Define multicultural awareness in interpersonal, educational and workplace relationships.</p>	
<ol style="list-style-type: none"> 1. Identify effects of multi-cultural issues (e.g., stereotypes, prejudices, discrimination, bias, hate, racism, sexism). 2. Recognize educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Describe components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 	<p>Student Edition: 99-100, 148, 157 <i>Community Connections</i> 99, 148, 157 <i>Social Studies</i> 197</p> <p>Teacher Annotated Edition: C 148; WS 99</p>
<p>Introductory Benchmark H: Describe friend and family systems that support and sustain a productive and meaningful life.</p>	
<ol style="list-style-type: none"> 1. Explain effective techniques for building positive, supportive personal relationships. 2. Describe qualities of healthy relationships. 	<p>Student Edition: 137-142, 144-147, 184-187, 214-219 <i>Active Learning</i> 150, 222 <i>Building Character</i> 185, 280, 338, 600 <i>Family & Community Connections</i> 222 <i>Figure</i> 145 <i>How I See It</i> 215 <i>How To</i> 186-187, 216-217 <i>Succeed in School</i> 214</p> <p>Teacher Annotated Edition: CA 185, 190; CT 217; HT 186, 216; RC 217</p>

STANDARDS	PAGE REFERENCES
<p>Standard 8: Manage Personal Transitions</p> <p>Students assume increasing responsibility for their own growth and development. They analyze their personal assets and plan strategies to increase these assets that make them caring, healthy, confident, and responsible people. They set school, family, and life goals, develop and implement plans to achieve those goals, and reflect on the process and product. They exercise personal leadership in creating a self-identify; making ethical choices; controlling impulses; showing confidence in ability to interpret, respond to, and influence change; and taking reasoned risks. They develop strategies for lifelong learning. They assess the impact of their behavior on the world around them—friends, family, school, community, nation, world— and develop ways to improve conditions affecting others.</p>	
<p>Introductory Benchmark: Manage Personal Transitions</p>	
<p>Introductory Benchmark A: Explore the role of academic achievement in transitions.</p>	
<ol style="list-style-type: none"> 1. Describe roles of multiple intelligences as a way to direct and manage learning about transitions. 2. Identify study skills that best facilitate achievement. 3. Apply test-taking procedures and skills needed for academic success related to transitions. 4. Manage personal schedule and calendar systems that support academic achievement related to transitions. 5. Describe metacognitive skills needed to chart progress toward self-efficacious personal and academic growth. 	<p>Student Edition: 22-24, 88-89 <i>How I See It</i> 90 <i>Succeed in School</i> 42, 73, 88, 179, 242, 289, 370, 389, 429, 467, 547, 560, 566, 693, 733 <i>Take Charge</i> 23</p> <p>Teacher Annotated Edition: CA 22; CT 88; UA 22</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark B: Explain factors that influence personal and academic life transitions.	
<ol style="list-style-type: none"> 1. Describe risks and benefits associated with personal and academic choices. 2. Identify reliable sources of information for developing a plan for personal and academic success (e.g., adult mentors). 3. Identify personal interests and developmental assets applicable to transitions. 4. Apply goal setting and planning strategies to guide life transitions. 5. Explain universal values that guide choices during times of transition (e.g., honesty, integrity, fairness). 6. Identify decision-making steps related to making transitions. 7. Describe context, sources of information, alternatives, and consequences as related to functioning in a new situation. 8. Describe the role of feedback in modifying behaviors. 9. Identify skills necessary to give and receive feedback. 	<p>Student Edition: 15-17, 37-39, 45-49, 56-57 <i>Active Learning</i> 54 <i>Building Character</i> 97, 185, 213, 280, 305, 477, 586, 626 <i>Community Connections</i> 46 <i>How To</i> 16-17, 48-49 <i>Succeed in School</i> 88, 98, 112, 139, 208, 232, 289, 407, 418, 494, 610</p> <p>Teacher Annotated Edition: HT 16, 48; RS 38; UA 39; WS 16</p>
Introductory Benchmark C: Explore skills to express emotions and resolve differences and conflict in school and family relationships.	
<ol style="list-style-type: none"> 1. Recognize emotions to express them in socially acceptable ways. 2. Compare alternative responses to conflict and the consequences. 3. Describe appropriate strategies to effectively resolve conflicts. 4. Explore effective communication skills to resolve interpersonal conflicts. 	<p>Student Edition: 98-99, 155-161, 163-167 <i>Active Learning</i> 170 <i>English Language Arts</i> 167 <i>Family & Community Connections</i> 170 <i>How I See It</i> 158 <i>How To</i> 164-165 <i>Real World Skills</i> 170 #14 <i>Safety Check</i> 156 <i>Take Charge</i> 166</p> <p>Teacher Annotated Edition: CA 156, 163; CT 159; HS 158; RC 166</p>

STANDARDS	PAGE REFERENCES
Introductory Benchmark D: Apply social skills that lead to effective school and family relationships.	
<ol style="list-style-type: none"> Identify productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality). Demonstrate use of team skills that promote task completion. Express effective responses to cultural and ethnic diversity. 	<p>The following page references can be used for school scenarios to meet this objective:</p> <p>Student Edition: 17-19, 91-93, 98-99, 115-116 <i>Community Connections</i> 99 <i>How To</i> 92-93 <i>Take Charge</i> 40</p> <p>Teacher Annotated Edition: RS 91; SP 92</p>
<p>Standard 9: Nurture and Care for Children Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that is most likely to meet the healthy growth and development of children.</p>	
<p>Standard 1: Advocate a Healthy Lifestyle Students gain knowledge and skills in acquiring and practicing a healthy lifestyle using dietary guidelines that will reduce the risks of chronic disease and unsafe habits. They gain competence to differentiate methods of weight loss and learn reliable resources regarding food and beverage selection. Students will understand the cultural, family, community and economic implications of obesity, healthy weight and lifestyle.</p>	
<p>Intermediate Benchmarks: Advocate a Healthy Lifestyle</p>	
<p>Intermediate Benchmark A: Recognize social and cultural factors that influence healthy lifestyle choices.</p>	
<p>Descriptor:</p>	
<ol style="list-style-type: none"> Determine the impact of advertising/media, peer pressure, vending, cafeterias, convenience and fast food on lifestyle. Identify ethnic perceptions of such factors as body weight and food choices. 	<p>Student Edition: 176-181, 301, 418, 423 <i>English Language Arts</i> 181, 197, 408 <i>Real World Skills</i> 150 #16 <i>Social Studies</i> 312 <i>Take Charge</i> 179 <i>Writing Activity</i> 299</p> <p>Teacher Annotated Edition: CT 420; DS 175; PAS 312; RC 178; SP 176; WS 304, 422</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark B: Use problem solving to ensure an overall healthy body.	
<ol style="list-style-type: none"> 1. Interpret how MyPyramid.gov guides healthy food choices. 2. Relate the consequences of using the daily recommended dietary habits (e.g., eating whole grains, fresh fruits, and vegetables; choosing low-fat dairy and meat; adding fiber; and balancing caloric intake). 3. Determine how exercise habits may promote healthy weight. 4. Examine situations and behaviors that can promote poor health outcomes (e.g., tobacco use, substance abuse, violence and risk-taking, environmental factors and sexual behavior). 5. Demonstrate skills to accommodate and meet the healthy body needs of all family/household members. 	<p>Student Edition: 345-356, 389-391, 395, 399, 401-408 <i>Figure</i> 394, 396, 397, 398 <i>Health & Wellness Tips</i> 407 <i>Real World Skills</i> 410 <i>Social Studies</i> 399, 408 <i>Succeed in School</i> 407 <i>Take Charge</i> 349, 395 <i>Writing Activity</i> 387</p> <p>Teacher Annotated Edition: CA 394, 396; CT 395, 397, 543; RC 393; SP 390; WS 391</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes.	
<ol style="list-style-type: none"> 1. Explain the health outcomes of food, beverage, and snack selection. 2. Plan meals in advance to promote healthy food, beverage and snack consumption, including: <ol style="list-style-type: none"> a. Select foods meeting dietary guidelines; b. Identify the role of socialization in food patterns; c. Apply table service conventions. 3. Organize an action plan to adopt improved eating and exercise habits. 4. Prepare foods that meet healthy dietary guidelines and contribute to healthy eating patterns by: <ol style="list-style-type: none"> a. Choosing foods for a range of income and preference demands; b. Choosing and cooking with whole grains (e.g., whole wheat muffins, granola, brown rice); c. Preparing food combinations to increase nutrient absorption; d. Preparing foods without fats and preservatives; e. Preparing foods low in fat and carbohydrates or use substitutions; f. Using dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients; g. Avoiding harmful fats; h. Choosing and/or preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, and/or salt; i. Choosing high protein foods with low fat, lean, and/or fat-free meat, poultry, nuts and beans; j. Using basic food preparation knowledge (e.g., following a recipe, equivalents, measurement, cooking and preparation terms, equipment operation and care). 5. Analyze food and dietary intake using the USDA dietary guidelines. 6. Employ healthy choices around special dietary needs (e.g., diabetes, food allergies.) 	<p>Student Edition: 367-375, 389-391, 394-399, 415-423, 489-498, 515-522, 524-527, 537-540, 543-544, 577-583 <i>English Language Arts</i> 507, 591 <i>Family & Community Connections</i> 410, 432 <i>Figure</i> 579 <i>Health & Wellness Tips</i> 504, 519, 538, 543, 567 <i>How To</i> 392-393, 500-501 <i>Light and Healthy Recipe</i> 419, 526, 545, 582 <i>Safety Check</i> 564 <i>Take Charge</i> 395, 416, 494, 517, 543, 557</p> <p>Teacher Annotated Edition: CA 370, 496, 518; CT 491; HT 392, 500; RC 367; SC 564; SP 490; WS 539</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above.</p> <ol style="list-style-type: none"> 7. Use problem solving to plan healthy choices around special dietary needs. 8. Describe the role each nutrient plays in overall body health. 9. Research healthy food choices that span cultural patterns and preferences. 10. Examine the effects that nutrients have on the body at the cellular level. 	
<p>Intermediate Benchmark D: Analyze restaurants and their menus related to a healthy lifestyle.</p>	
<ol style="list-style-type: none"> 1. Review restaurant menu items for nutrient content. 2. Select restaurant menu items that create a healthy, balanced meal. 	<p>Student Edition: 418-421 <i>Health & Wellness Tips</i> 418</p> <p>Teacher Annotated Edition: RC 421</p>
<p>Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle.</p>	
<ol style="list-style-type: none"> 1. Explore reliable sources of nutrition and exercise information (e.g., food labels, nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites, fitness centers). 2. Evaluate the components of the USDA nutrition facts label for information on the nutritive value of packaged food. 3. Evaluate the uses and dangers of supplements and steroid use. 	<p>Student Edition: 351, 367-375, 443-446, 449 <i>Active Learning</i> 384 <i>Family & Community Connections</i> 358, 384 <i>Figure</i> 444 <i>Health & Wellness Tips</i> 465 <i>Real World Skills</i> 358, 410 <i>Social Studies</i> 375 <i>Writing Activity</i> 365</p> <p>Teacher Annotated Edition: CA 369, 371, 444; CT 351, 369, 370</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark F: Interpret factors associated with body weight.	
<ol style="list-style-type: none"> 1. Explain the variety of factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age). 2. Analyze criteria for determining healthy body weight. 3. Explain weight management programs including surgical weight reduction possibilities and their short- and long-term outcomes. 4. Identify eating disorders, symptoms, and current research for prevention and management. 5. Describe safe, healthy, effective weight loss and maintenance programs. 6. Explain the role of exercise in managing weight. 	<p>Student Edition: 345-347, 390, 406 <i>Connect</i> 345 <i>Health & Wellness Tips</i> 339, 391 <i>How I See It</i> 405 <i>How To</i> 378-379 <i>Math You Can Use</i> 346, 379 <i>Social Studies</i> 356 <i>Take Charge</i> 395</p> <p>Teacher Annotated Edition: CA 345; CT 345, 347; HT 379; SP 346</p>
Intermediate Benchmark G: Evaluate the link between physical activity, sleep, and healthy lifestyle.	
<ol style="list-style-type: none"> 1. Determine the health benefits of physical activity and sleep. 2. Explain energy balance as it influences body weight and relates to obesity. 3. Interpret the impact of eating behavior and physical activity on short- and long-term health. 	<p>Student Edition: 336-339, 342, 389-391 <i>How I See It</i> 337 <i>Succeed in School</i> 125</p> <p>Teacher Annotated Edition: CA 390; RC 340; WS 338</p>

STANDARDS	PAGE REFERENCES
<p>Standard 2 Build Relationships Students can develop personal assets that make them caring, healthy and responsible people. They can learn techniques to resist unhealthy influences; observe the impact of technology on relationships; respond to conflict without hostile intent; establish boundaries; respect diversity; resolve conflicts peacefully; and show concern for individuals, family and community. These assets contribute to building healthy families; interactions with their peers and adults; establishing friendships; preparing for marriage; and building relationships that make a productive workplace.</p>	
<p>Intermediate Benchmark: Build Relationships</p>	
<p>Intermediate Benchmark A: Appraise methods that build and maintain healthy interpersonal relationships.</p>	
<ol style="list-style-type: none"> 1. Determine qualities and skills to build and maintain friendships. 2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change). 3. Relate relationship behaviors and factors that reduce risks of negative life outcomes. 4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships. 5. Investigate the decisions and responsibilities associated with sexual relationships. 6. Illustrate diverse perspectives, needs, characteristics of individuals and families/households. 7. Identify conflict resolution skills needed for building healthy relationships in large and small groups. 8. Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander). 9. Identify the impact that advances in technology have on individual and family relationships. 10. Apply effective communication skills to build healthy relationships pertaining to: <ol style="list-style-type: none"> a. Trust and self-disclosure; b. Message sending and receiving; c. Verbal and non-verbal communication; d. Technology in relationships; e. Communication across cultures. 	<p>Student Edition: 137-142, 144-148, 163-167, 183-194, 198-199, 205-210, 212-219, 282-283, 353-354 <i>Active Learning</i> 150, 170, 196 <i>English Language Arts</i> 167 <i>Health & Wellness Tips</i> 193 <i>How I See It</i> 282 <i>How To</i> 186-187, 216-217 <i>Social Studies</i> 148 <i>Take Charge</i> 166, 189</p> <p>Teacher Annotated Edition: CA 145, 163, 185, 191, 353; HT 186; RS 144, 353</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark B: Examine the impact of coping and personal resilience skills.	
<ol style="list-style-type: none"> 1. Apply skills for coping with the loss of a relationship including how to: <ol style="list-style-type: none"> a. Recognize/identify feelings of loss as normal; b. Emphasize positive aspects of life; c. Identify support resources for dealing with loss. 2. Apply skills for coping with changes and stressors in personal and group relationships including: <ol style="list-style-type: none"> a. Normative stressors versus crises-producing events; b. Effective communication skills; c. Support systems. 	<p>Student Edition: 192-194, 227-236 <i>Health & Wellness Tips</i> 231 <i>Social Studies</i> 236 <i>Succeed in School</i> 232</p> <p>Teacher Annotated Edition: CA 235; CT 193, 235</p>
Intermediate Benchmark C: Develop personal assets that demonstrate healthy, caring and responsible citizenship.	
<ol style="list-style-type: none"> 1. Understand the impact of peer pressure. 2. Explore assets that provide for growing up healthy, caring, and responsible including: <ol style="list-style-type: none"> a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning); b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity) 	<p>Student Edition: 37-43, 179-181 <i>Building Character</i> 41, 51, 73, 90, 97, 185, 213, 234, 252, 270, 280, 422, 477, 586, 690 <i>English Language Arts</i> 181 <i>Take Charge</i> 40, 179</p> <p>Teacher Annotated Edition: DS 37</p>

STANDARDS	PAGE REFERENCES
<p>Standard 3: Demonstrate Personal Financial Literacy</p> <p>Students will develop attitudes and skills to achieve personal financial wellness. They will learn the implications of sound financial decision making, appropriate use of credit, adequate insurance and their impact on personal and workplace financial wellness. Students will learn the inter-relationships between values, spending decisions, income and education. They will be able to use and evaluate technology for financial purposes, avoiding financial fraud. They will address public policy as it relates to family financial well-being.</p>	
<p>Intermediate Benchmark: Demonstrate Personal Financial Literacy</p>	
<p>Intermediate Benchmark A: Establish individual and family financial goals.</p>	
<ol style="list-style-type: none"> 1. Identify income and expenses. 2. Illustrate spending and savings plans for fixed, flexible, and periodic expenses. 3. Examine attitudes and behaviors that lead to financial satisfaction. 4. Outline preventive measures to secure good credit scores. 5. Interpret wages, taxes and deductions on earning statements. 	<p>Student Edition: 301-304, 307-308 <i>Figure 307</i> <i>Math You Can Use 114</i></p> <p>Teacher Annotated Edition: CA 308; CT 303, 308</p>
<p>Intermediate Benchmark B: Illustrate financial institutions and services to meet financial goals.</p>	
<ol style="list-style-type: none"> 1. Choose banking charges and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services). 2. Demonstrate financial transactions such as check writing, account reconciliation, savings, investing, deposits, and withdrawals. 3. Analyze types of credit available to individuals and families. 4. Explain intended impact of advertisements and promotions from financial institutions. 5. Illustrate examples of borrowing and saving practices that impinge on the value of money. 6. Compare finance company practices (e.g., franchises with high interest, rent-to-own, payday lenders). 	<p>Student Edition: 308-312 <i>Active Learning 326</i></p> <p>Teacher Annotated Edition: CT 310; RC 310</p>

STANDARDS	PAGE REFERENCES
<p>Standard 4: Design a Career Blueprint</p> <p>Students will develop, implement, and periodically review and revise a career blueprint in the context of other life choices and changing employment trends, societal needs and economic conditions. The blueprint will include educational plans supportive of their personal and career goals. It will also include supportive extra-curricular and community activities and work experience. Students will analyze and document personal interests, talents, skills, aptitudes and values in relation to career options. They will plan for development of core employability skills needed by all students to succeed in school and by all workers to succeed in the workplace.</p>	
<p>Intermediate Benchmark: Design a Career Blueprint</p>	
<p>Intermediate Benchmark A: Update an individual academic career plan based on self-knowledge and interests.</p>	
<ol style="list-style-type: none"> 1. Update personal profile of interests, attitudes, goals, skills, and expectations related to career options. 2. Explore career information resources. 3. Interpret factors affecting career choices. 4. Differentiate among education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship). 5. Construct individual career plan. 	<p>Student Edition: 66-68, 70-79, 87-94 <i>English Language Arts</i> 79 <i>Figure</i> 72 <i>Financial Literacy</i> 65 <i>Health & Wellness Tips</i> 96 <i>How I See It</i> 90 <i>How To</i> 76-77, 92-93 <i>Real World Skills</i> 82 #16 <i>Social Studies</i> 94 <i>Succeed in School</i> 73 <i>Take Charge</i> 74 <i>Writing Activity</i> 61</p> <p>Teacher Annotated Edition: CA 70, 71, 91; CT 90; F 72; RC 75; RS 71</p>
<p>Intermediate Benchmark B: Practice job search skills.</p>	
<ol style="list-style-type: none"> 1. Explore resume writing styles. 2. Identify job hunting skills including: <ol style="list-style-type: none"> a. Find job postings; b. Send out resumes; c. Schedule interviews; d. Prepare for interviews. 3. Cite examples of jobs and needed qualifications or background. 4. Explore employment opportunities locally and nationally. 	<p>Student Edition: 73, 76-77, 109-120 <i>Active Learning</i> 82 <i>Community Connections</i> 75 <i>Figure</i> 111 <i>How I See It</i> 118 <i>How To</i> 76-77 <i>Real World Skills</i> 128 #14, 16 <i>Social Studies</i> 120 <i>Succeed in School</i> 73 <i>Take Charge</i> 74</p> <p>Teacher Annotated Edition: CA 110, 111, 116; CT 117; TC 74</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Interpret career and workplace issues.	
<ol style="list-style-type: none"> 1. Explore social, economic, and global trends impacting the employment opportunities including: <ol style="list-style-type: none"> a. Outsourcing; b. Minimum wage; c. Multi-cultural expectations and understandings; d. Changes in pensions and Social Security; e. Ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct). 2. Examine implications of life and work changes (e.g., multiple careers in a lifetime, work-from home technologies, emerging careers). 3. Explore work and family relationship related to healthcare benefits, daycare for children, family leave, job sharing, and relocation. 	<p>Student Edition: 78-79, 97-101, 124-125 <i>English Language Arts</i> 101 <i>Real World Skills</i> 104 #15</p> <p>Teacher Annotated Edition: CT 78, 100</p>
<p>Standard 5: Become Consumer Savvy Students gain critical knowledge and skills to help them function as informed, educated, and responsible consumers. They determine needs based on values, critique the media’s accurate representation of goods and services, compare and judge quality of products in order to make responsible decisions, and exercise their consumer rights as needed. Having explored national and global economics principles, students can better understand the interdependence of consumer behaviors, national and world events, economic trends, and the environmental impact of such. Therefore, students are better prepared to take empowered consumer action alone or with concerned citizen groups.</p>	
Intermediate Benchmark: Become Consumer Savvy	
Intermediate Benchmark A: Interpret the impact of advertising on individual and family consumer purchases.	
<ol style="list-style-type: none"> 1. Illustrate advertising techniques and gimmicks (e.g., bandwagon, rewards, testimonials, electronic messaging). 2. Explore the impact of brand loyalty (e.g., soft drink products, clothing with brand identification). 	<p>Student Edition: 301 <i>English Language Arts</i> 408 <i>Real World Skills</i> 150 #16 <i>Social Studies</i> 312 <i>Writing Activity</i> 299</p> <p>Teacher Annotated Edition: PAS 312; WS 304</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark B: Implement strategies for purchasing goods and services that meet individual needs and valued ends.	
<ol style="list-style-type: none"> 1. Recognize consequences of various purchasing methods (e.g., cash, online, layaway plan, use of credit, pre-paid credit cards, debit cards, delayed payment contracts). 2. Recognize common predatory practices used to defraud (e.g., bait and switch, loss leaders, misrepresentation of contract terms, spam, pop-ups, phishing). 3. Evaluate how product information on food and clothing labels assists in decision-making to meet valued ends. 	<p>Student Edition: 309-312, 443-445 <i>Active Learning</i> 326 <i>How To</i> 611 <i>Mathematics</i> 327 <i>Safety Check</i> 317 <i>Science You Can Use</i> 444 <i>Take Charge</i> 303</p> <p>Teacher Annotated Edition: CA 445; CT 310; RC 310</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Promote consumer rights and responsibilities.	
<ol style="list-style-type: none"> 1. Explore consumer protection laws (e.g., Equal Opportunity Act, Fair Credit Billing Act, Fair Credit Reporting Act). 2. Identify consumer's right to: <ol style="list-style-type: none"> a. Choose; b. Be informed; c. Safety and legal action; d. Be heard. 3. Demonstrate consumer responsibilities when purchasing and using goods and services including: <ol style="list-style-type: none"> a. Use product as intended; b. Report problems; c. Read owner's manual; d. Seek information. 4. Identify government agencies (e.g., Food and Drug Administration, Federal Trade Commission) that attend to consumer issues and concerns. 5. Identify community agencies (e.g., Chambers of Commerce, Better Business Bureaus) and their roles in handling consumer issues and concerns. 6. Demonstrate leadership skills to address consumer issues including: <ol style="list-style-type: none"> a. Use effective communication; b. Manage controversy; c. Write letters of complaint or concern. 7. Illustrate consequences of ethical and unethical practices to individuals and businesses. 8. Describe ways to avoid identity theft. 9. Discuss consumer leadership and advocacy skills needed for self-protection when selecting goods and services. 	<p>Student Edition: 304-306, 318-319 <i>Character Building</i> 305 <i>English Language Arts</i> 312 <i>How To</i> 318-319 <i>Real World Skills</i> 326 #14 <i>Safety Check</i> 302 <i>Take Charge</i> 303</p> <p>Teacher Annotated Edition: CA 306; HT 318; RC 306; WS 306</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources.	
<ol style="list-style-type: none"> 1. Cite examples of how consumers can conserve resources with landscape design, appliance usage, and lighting. 2. Describe how public policy issues that impact families and communities impact renewable and non-renewable resources. 3. Illustrate current and alternative home and workplace practices (e.g., related to refuse, reduce, reuse, recycle). 4. Demonstrate consequences related to renewable and non-renewable resource use. 	<p>Student Edition: 742-745, 748 <i>Figure 746-747</i> <i>Health & Wellness Tips 745</i></p> <p>Teacher Annotated Edition: CA 746; CT 747; WS 746</p>
Intermediate Benchmark E: Interrelate the economy and consumer decisions.	
<ol style="list-style-type: none"> 1. Interpret interdependence among producers, consumers and government. 2. Assess effects of supply and demand on consumer spending. 3. Compare inflation impact on consumers. 4. Illustrate effects of unethical consumer practices on businesses. 	<p>Student Edition: 65 <i>Building Character 305</i></p> <p>Teacher Annotated Edition: CT 65; D 305</p>

STANDARDS	PAGE REFERENCES
<p>Standard 6: Ensure Food Safety</p> <p>Students acquire the knowledge and skills necessary to become informed and safe consumers and handlers of food. They evaluate information related to advances in food technology, nutrition and safety. Students will master the skills required to safely prepare and store food, reducing the risk of food borne illness. Students will evaluate the impact of consumer choice on the environment and the global community.</p>	
<p>Intermediate Benchmarks: Ensure Food Safety</p>	
<p>Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.</p>	
<ol style="list-style-type: none"> 1. Interpret high-risk food situations related to immune-compromised individuals (e.g., acquired immunodeficiency syndrome [AIDS] patients, infants, pregnant women, diabetics). 2. Model personal hygiene behaviors to prevent food-borne pathogens by: <ol style="list-style-type: none"> a. Washing hands; b. Covering cough or sneeze and washing hands; c. Using gloves if open sore or cuts; d. Avoiding tastes with utensils used to prepare food. 3. Model safe kitchen behaviors to avoid food-borne pathogens including: <ol style="list-style-type: none"> a. Cook foods to recommended temperatures; b. Wash fresh produce; c. Refrigerate food promptly; d. Keep hot foods hot; e. Use thermometer when cooking; f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish); g. Thaw frozen foods in refrigerator overnight or in microwave; h. Clean refrigerator (e.g., prevent Listeria); i. Wash fresh produce before using or eating. 4. Demonstrate kitchen sanitation when handling food, to prevent cross contamination and foodborne pathogens by: <ol style="list-style-type: none"> a. Using clean utensils and containers; b. Washing tops of cans; c. Washing counters and cutting boards with chlorine bleach solution; d. Keeping pets and insects out of the kitchen; e. Disposing garbage properly; f. Washing dishcloths and sponges daily. 5. Examine the effects that food-borne pathogens have on the body. 	<p>Student Edition: 393, 451-457, 479, 734 <i>Active Learning</i> 460 <i>Connect</i> 451 <i>English Language Arts</i> 457 <i>Figure</i> 452 <i>Health & Wellness Tips</i> 453 <i>How To</i> 454-455 <i>Real World Skills</i> 460 #16 <i>Take Charge</i> 453</p> <p>Teacher Annotated Edition: CA 451; CT 454; RC 451; UA 393; WS 734</p>

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Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.

1. Plan budgeted meals that consider secure food supply concerns including:
 - a. Use nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins);
 - b. Meet individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).
 - c. Use cost comparison strategies (e.g., generic vs. brand, coupons);
 - d. Explore use of local food pantries and food or soup kitchens (e.g., government agencies, school meal programs, available storage environments [no refrigeration, cooking facilities]).
2. Identify regulating agencies at the local, state, and federal levels responsible for insuring a secure food supply.
3. Examine how individuals and government agencies regulate food safety to protect citizens considering:
 - a. Food traceability, food supply security, and imported and exported food safety;
 - b. Federal, community, and household methods to protect and cope with bio-terrorism;
 - c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);
 - d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.
4. Identify action plan that considers differing points of view related to:
 - a. Safe and sustainable food public policy issues;
 - b. Safe imported foods;
- c. Genetically modified food, herbs and supplements;
 - d. School food programs;
 - e. Local wellness policies;
 - f. Organic foods;
 - g. Antibiotic use in food stock animals.

Student Edition:

367-375, 389-391, 394-399, 415-423, 443-449, 489-498, 515-522, 524-527, 537-540, 543-544, 577-583

English Language Arts 507, 591

Family & Community Connections 410, 432

Figure 579

Health & Wellness Tips 504, 519, 538, 543, 567

How To 392-393, 500-501

Light and Healthy Recipe 419, 526, 545, 582

Safety Check 449, 564

Take Charge 395, 416, 494, 517, 543, 557

Teacher Annotated Edition:

CA 370, 496, 518; CT 491; HT 392, 500; RC 367; SC 564; SP 490; WS 539

STANDARDS	PAGE REFERENCES
<p>Continued from cell above.</p> <ol style="list-style-type: none"> 5. Identify reliable resources of food safety information to inform families making decisions related to providing safe, secure food supplies. 6. Use reliable resource criteria related to food safety information including: <ol style="list-style-type: none"> a. Credentialed authors; b. Up-to-date, unbiased information without conflict of interest; c. Validated information from more than one source; d. Information based on reliable research procedures. 7. Accommodate food allergies, intolerances, and sensitivities by recommending dietary alternatives (e.g., to seafood, wheat, nuts, beans, lactose, 8. Examine food safety technologies (e.g., irradiation processes, organic production, additives, 	

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Apply kitchen practices that sustain the environment.	
<ol style="list-style-type: none"> 1. Give multiple examples of renewable and non-renewable resource practices related to food and food packaging waste. 2. When purchasing, storing and preparing foods, use renewable and non-renewable resource practices to sustain the environment by such practices as: <ol style="list-style-type: none"> a. Avoid letting water run; b. Separate trash recyclables and garbage; c. Compost; d. Choose recyclables when possible; e. Buy in bulk; f. Avoid double wrapping; g. Keep range top burners and reflectors clean; h. Run dishwasher only when full; i. Avoid preheating oven except for baking; j. Cool leftovers before refrigerating; k. Cover pan when boiling water; l. Match pan size to heating element; m. Eliminate disposable products like Styrofoam™ and plastic; n. Use timer rather than open the oven door. 3. Explain the impact of resource-conserving practices for sustaining the environment. 	<p>Student Edition: 560, 742-743 <i>Figure 746-747</i></p> <p>Teacher Annotated Edition: CA 744, 746; CT 747; SP 743</p>

STANDARDS	PAGE REFERENCES
<p>Standard 7: Manage a Life Plan</p> <p>Students will integrate management principles that will lead to more productive and meaningful lives. Goal setting, planning and time management skills will be applied in reference to the family and workplace. Students will develop an understanding of the causes and implications of all types of stress and will build their capacity to address stress and cope with change. Students will develop and extend their thinking on the changes in gender roles and responsibilities and their impact on the home and work. Students will learn the importance of accepting responsibility for the management of personal, family and environmental resources.</p>	
<p>Intermediate Benchmark: Manage a Life Plan</p>	
<p>Intermediate Benchmark A: Examine values and resources that support lifestyle goals.</p>	
<ol style="list-style-type: none"> 1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs by identifying: <ol style="list-style-type: none"> a. Processes in setting short- and long-term goals; b. Standards or characteristics of measurable goals. 2. Consider values in goal setting and resolving value conflicts. 3. Create plans that use resources in reaching lifestyle goals including <ol style="list-style-type: none"> a. Skills (e.g., interpersonal, technological, energy, talents); b. Education (e.g., teachers, books, school, information services); c. Community (e.g., support services, family, professionals); d. Financial (e.g., banking services to manage money). 	<p>Student Edition: 15-17, 37-39, 308 <i>Active Learning</i> 32 <i>Building Character</i> 371 <i>English Language Arts</i> 19 <i>Family & Community Connections</i> 32 <i>How To</i> 16-17</p> <p>Teacher Annotated Edition: CT 16; HT 16; WS 16</p>
<p>Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals.</p>	
<ol style="list-style-type: none"> 1. Explore time management techniques that meet educational, work, and family goals. 2. Differentiate discretionary and non-discretionary time use. 3. Examine how time use meets personal and academic goals. 4. Implement self-management as essential to time management. 	<p>Student Edition: 21-25 <i>English Language Arts</i> 29 <i>How To</i> 24-25 <i>Mathematics</i> 33</p> <p>Teacher Annotated Edition: CA 21; HT 25; SP 24</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark C: Develop plans to reduce and manage stress.	
<ol style="list-style-type: none"> 1. Interpret factors that contribute to stress. 2. Differentiate between internal and external stressors. 3. Illustrate steps to reduce stress including: <ol style="list-style-type: none"> a. Compare healthy and unhealthy ways to deal with stress; b. Compare strategies for coping with change. 4. Consider plans for coping with stress (e.g., support services, professionals, family, community, school personnel). 	<p>Student Edition: 27-29, 227-236 <i>English Language Arts</i> 236 <i>Family & Community Connections</i> 246 <i>Health & Wellness Tips</i> 28 <i>Social Studies</i> 29</p> <p>Teacher Annotated Edition: CA 27; CT 28; UA 27; WS 28</p>
Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community.	
<ol style="list-style-type: none"> 1. Select behaviors that encourage the sustainability of natural resources. <ol style="list-style-type: none"> a. Explore plans to reduce, reuse, and recycle goods and services; b. Illustrate plans to protect natural resources. 2. Describe environmental-related career opportunities (e.g., environmental engineer, horticulturalist, Environmental Protection Agency [EPA] specialist, park ranger). 	<p>Student Edition: 742-745, 748 <i>English Language Arts</i> 748, 751 <i>Exploring Careers</i> 80, 570 <i>Figure</i> 746-747 <i>Social Studies</i> 748</p> <p>Teacher Annotated Edition: CA 742, 744, 746; CT 570, 747</p>
Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems.	
<ol style="list-style-type: none"> 1. Apply decision-making process steps namely: <ol style="list-style-type: none"> a. Define problem and its context; b. Name alternatives and consequences; c. Explore best alternative based on workable, valued ends; d. Outline plan to carry out decision; e. Examine intended and unintended outcomes. 2. Define critical thinking skills related to practical reasoning and decision making. 3. Examine reliable resources for decision making. 4. Define ethical principles, value judgments, and moral reasoning related to decision making. 5. Implement decision-making process for educational, workplace, and interpersonal problems. 	<p>Student Edition: 45-52 <i>Active Learning</i> 54 <i>English Language Arts</i> 52 <i>How To</i> 48-49 <i>Social Studies</i> 52</p> <p>Teacher Annotated Edition: HT 48; RC 49; WS 48</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.	
<ol style="list-style-type: none"> 1. Explain stages and pressures of adolescent development related to resisting unproductive peer pressure. 2. Explain how personal skills, support systems, and adult mentors assist in resisting negative peer pressure and resolving conflict. 3. Explain self-worth, self-confidence and self-efficacy related to resisting negative peer pressure. 4. Illustrate conflict resolution skills namely: <ol style="list-style-type: none"> a. Appraise negotiable and non negotiable conflicts; b. Model appropriate ways to express anger in interpersonal conflicts; c. Examine productive and unproductive responses to conflict. 	<p>Student Edition: 155-161, 163-167, 176-181 <i>Active Learning</i> 170 <i>English Language Arts</i> 161, 167, 181 <i>Family & Community Connections</i> 170 <i>Financial Literacy</i> 160 <i>How I See It</i> 140, 158 <i>How To</i> 164-165 <i>Safety Check</i> 156, 180 <i>Social Studies</i> 161 <i>Take Charge</i> 166, 179</p> <p>Teacher Annotated Edition: DS 155; RC 160; SP 156, 164</p>
Intermediate Benchmark G: Expand multi-cultural awareness in interpersonal, education and workplace relationships.	
<ol style="list-style-type: none"> 1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism and sexism. 2. Interpret educational and workplace miscommunication based on differences in: <ol style="list-style-type: none"> a. Verbal and nonverbal gestures and behaviors; b. Language; c. Clothing; d. Religious practice; e. Gender; f. Values; g. Beliefs. 3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays). 4. Recognize characteristics of diversity in educational, community, and workplace settings. 5. Contrast components of differing cultural backgrounds and experiences. 	<p>Student Edition: 99-100, 148, 157, 184, 208 <i>Community Connections</i> 99, 148, 157 <i>Social Studies</i> 197 <i>Take Charge</i> 40</p> <p>Teacher Annotated Edition: C 148; TC 40; WS 99</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles.</p>	
<ol style="list-style-type: none"> 1. Employ effective techniques for building positive, supportive personal and group relationships. 2. Describe qualities of healthy long-term mate relationships to build strong families. 	<p>Student Edition: 137-142, 144-147, 184-187, 214-219 <i>Active Learning</i> 150, 222 <i>Building Character</i> 185, 280, 338, 600 <i>Family & Community Connections</i> 222 <i>Figure</i> 145 <i>How I See It</i> 215 <i>How To</i> 186-187, 216-217 <i>Succeed in School</i> 214</p> <p>Teacher Annotated Edition: CA 185, 190; CT 217; HT 186, 216; RC 217</p>
<p>Standard 8: Manage Personal Transitions Students assume increasing responsibility for their own growth and development. They analyze their personal assets and plan strategies to increase these assets that make them caring, healthy, confident, and responsible people. They set school, family, and life goals, develop and implement plans to achieve those goals, and reflect on the process and product. They exercise personal leadership in creating a self-identify; making ethical choices; controlling impulses; showing confidence in ability to interpret, respond to, and influence change; and taking reasoned risks. They develop strategies for lifelong learning. They assess the impact of their behavior on the world around them—friends, family, school, community, nation, world— and develop ways to improve conditions affecting others.</p>	
<p>Intermediate Benchmark: Manage Personal Transitions</p>	
<p>Intermediate Benchmark A: Demonstrate how academic achievement supports personal and career growth.</p>	
<ol style="list-style-type: none"> 1. Evaluate academic achievement in relation to learning style and the multiple intelligences. 2. Demonstrate study skills that enhance achievement. 3. Apply test-taking procedures and skills for academic success. 4. Identify academic achievement indicators associated with setting new goals (e.g., GPA, proficiency exams, other standardized measures). 5. Create a system that can be used to manage personal and career growth. 6. Explore skills needed for self-efficacious personal and academic growth. 7. Demonstrate technologies that effectively manage learning. 	<p>Student Edition: 22-24, 88-89 <i>How I See It</i> 90 <i>Succeed in School</i> 42, 73, 88, 179, 242, 289, 370, 389, 429, 467, 547, 560, 566, 693, 733 <i>Take Charge</i> 23</p> <p>Teacher Annotated Edition: CA 22; CT 88; UA 22</p>

STANDARDS	PAGE REFERENCES
Intermediate Benchmark B: Examine various influences on personal and academic life transitions.	
<ol style="list-style-type: none"> 1. Compare risks and benefits associated with personal and academic choices. 2. Relate physical, emotional, and social development factors to life transition points. 3. Gather reliable resources that support planning for personal and academic success. 4. Assess personal interests and developmental assets. 5. Use examples of goal setting and planning strategies to guide life transitions. 6. Describe actions and attributes needed during times of transition (e.g., honesty, integrity, fairness). 7. Apply decision-making steps related to context, sources of information, alternatives, and consequences of functioning in a new situation. 8. Explain the role of feedback in modifying behaviors. 9. Apply skills needed to effectively give and receive feedback. 	<p>Student Edition: 15-17, 37-39, 45-49, 56-57 <i>Active Learning</i> 54 <i>Building Character</i> 97, 185, 213, 280, 305, 477, 586, 626 <i>Community Connections</i> 46 <i>How To</i> 16-17, 48-49 <i>Succeed in School</i> 88, 98, 112, 139, 208, 232, 289, 407, 418, 494, 610</p> <p>Teacher Annotated Edition: HT 16, 48; RS 38; UA 39; WS 16</p>
Intermediate Benchmark C: Recognize skills to express emotions and resolve differences and conflict.	
<ol style="list-style-type: none"> 1. Examine skills needed to recognize emotions and express them appropriately. 2. Evaluate alternative responses and their consequences to conflict situations. 3. Apply appropriate strategies for effectively resolving conflicts. 4. Apply effective communication skills to resolve interpersonal conflicts. 	<p>Student Edition: 98-99, 155-161, 163-167 <i>Active Learning</i> 170 <i>English Language Arts</i> 167 <i>Family & Community Connections</i> 170 <i>How I See It</i> 158 <i>How To</i> 164-165 <i>Real World Skills</i> 170 #14 <i>Safety Check</i> 156 <i>Take Charge</i> 166</p> <p>Teacher Annotated Edition: CA 156, 163; CT 159; HS 158; RC 166</p>

STANDARDS	PAGE REFERENCES
<p>Intermediate Benchmark D: Apply social skills that lead to effective school and family relationships.</p>	
<ol style="list-style-type: none"> 1. Describe productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality). 2. Apply skills needed to promote task completion. 3. Initiate effective responses to cultural and ethnic diversity. 	<p>The following page references can be used for school scenarios to meet this objective:</p> <p>Student Edition: 17-19, 91-93, 98-99, 115-116 <i>Community Connections</i> 99 <i>How To</i> 92-93 <i>Succeed in School</i> 560, 721 <i>Take Charge</i> 40</p> <p>Teacher Annotated Edition: RS 91; SP 92; SS 560, 721</p>
<p>Standard 9: Nurture and Care for Children</p> <p>Students will discover the needs of infants and young children and how parents and childcare providers can meet those needs for healthy growth and development. Students will recognize the factors that impinge on parents. Students are able to recognize differences in individuals, cultures, circumstances, and growth and development rates to meet the needs of growing children. Childcare providers will meet the needs of children by recognizing standards set for childcare that is most likely to meet the healthy growth and development of children.</p>	