



Discovering 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: 60, 63-64 <i>How To...</i> 62 <i>Review and Activities</i> 67 #5-#7, 69 #17 <i>Section 3.2</i> 65 #5</p> <p>Teacher Annotated Edition: A TM78; F TM77; R TM78; T TM77</p>

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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: 430-432, 434-437, 447 <i>Figure 19.4</i> 432 <i>Review and Activities</i> 439-441 <i>Section 19.2</i> 437 <i>Section 20.2</i> 457 #2</p> <p>Teacher Annotated Edition: A TM182; C TM182; F TM181, TM186; R TM182; T TM181, TM186</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: 431, 434-437, 520-523 <i>Figure 19.2</i> 427 <i>How To...</i> 433 <i>Review and Activities</i> 440 #17 <i>Writing Activity</i> 419</p> <p>Teacher Annotated Edition: A TM189; F TM181; T TM181, TM189, TM198</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: 436-437 <i>How To...</i> 433 <i>Review and Activities</i> 439 #8, 440 #10</p> <p>Teacher Annotated Edition: T TM181</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: 421, 423-426, 430-431 <i>Figure 19.1</i> 422 <i>Figure 19.2</i> 427 <i>How To...</i> 433</p> <p>Teacher Annotated Edition: A TM180; F TM180; R TM180; T TM180, TM181, TM186</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: 430, 432, 434, 445, 447-448, 452 <i>Section 19.2</i> 437 #2 <i>Section 20.2</i> 457 #2</p> <p>Teacher Annotated Edition: A TM182, TM185; C TM182; F TM181, TM185; R TM182; T TM185</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: 445, 447-448 <i>Hands-On Lab</i> 446 <i>How To...</i> 449 <i>Succeed in School</i> 428, 434, 469</p> <p>Teacher Annotated Edition: R TM185, TM187; T TM185</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: 53-58, 77-82, 84-85, 87-89 <i>Character Counts</i> 57 <i>Connect with Others</i> 55 <i>Figure 1.3</i> 22 <i>Figure 4.1</i> 79 <i>Figure 4.2</i> 88 <i>Hands-On Lab</i> 86 <i>Review and Activities</i> 91-93 <i>Safety Check</i> 78 <i>Section 4.1</i> 82 <i>Section 4.2</i> 89 <i>Succeed in School</i> 55 <i>Writing Activity</i> 51</p> <p>Teacher Annotated Edition: A TM76, TM84, TM86; C TM86; F TM76, TM84, TM85; R TM76; T TM76, TM84, TM85</p>
<p>Introductory Benchmark B: Develop coping and personal resilience skills.</p>	
<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: 22-23, 60-61, 64-65, 104-105 <i>Community Connections</i> 61 <i>Figure 3.1</i> 61 <i>How To...</i> 62 <i>Review and Activities</i> 67 #5-8, 68 #11 <i>Section 3.2</i> 65 <i>Succeed in School</i> 79</p> <p>Teacher Annotated Edition: A TM78; C TM78; F TM77; R TM78; T TM67, TM77</p>

