



# Creative Living Skills

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STANDARDS	PAGE REFERENCES
<p><b>Standard 1: Advocate a Healthy Lifestyle</b> 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><b>Intermediate Benchmarks: Advocate a Healthy Lifestyle</b></p>	
<p><b>Intermediate Benchmark A: Recognize social and cultural factors that influence healthy lifestyle choices.</b></p>	
<p><b>Descriptor:</b></p>	
<ol style="list-style-type: none"> <li>Determine the impact of advertising/media, peer pressure, vending, cafeterias, convenience and fast food on lifestyle.</li> <li>Identify ethnic perceptions of such factors as body weight and food choices.</li> </ol>	<p><b>Student Edition:</b> 421, 509-510, 528-529 <i>Applying Your Knowledge</i> 533 #1 <i>Making Connections</i> 533 #1 <i>Viewpoints</i> 483</p> <p><b>Teacher Annotated Edition:</b> CC 508, 522, 527; CS 510; ER 509; FC 509; R 531; RC 510, 528; VM 528</p>

**Intermediate Benchmark B: Use problem solving to ensure an overall healthy body.**

1. Interpret how [MyPyramid.gov](http://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.

**Student Edition:**

301-302, 483-488, 511-517, 523, 529-531

*Applying Your Knowledge* 519 #2

*Figure 35-8* 515

*Thinking Critically* 518 #1, 532 #2

**Teacher Annotated Edition:**

BA 512; CS 531; CT 485, 487; EC 514, 529;

MS 484, 530; RC 484, 486, 488, 514, 516

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark C: Create food patterns related to healthy lifestyle outcomes.</b>	
<ol style="list-style-type: none"> <li>1. Explain the health outcomes of food, beverage, and snack selection.</li> <li>2. Plan meals in advance to promote healthy food, beverage and snack consumption, including:               <ol style="list-style-type: none"> <li>a. Select foods meeting dietary guidelines;</li> <li>b Identify the role of socialization in food patterns;</li> <li>c Apply table service conventions.</li> </ol> </li> <li>3. Organize an action plan to adopt improved eating and exercise habits.</li> <li>4. Prepare foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:               <ol style="list-style-type: none"> <li>a. Choosing foods for a range of income and preference demands;</li> <li>b. Choosing and cooking with whole grains (e.g., whole wheat muffins, granola, brown rice);</li> <li>c. Preparing food combinations to increase nutrient absorption;</li> <li>d. Preparing foods without fats and preservatives;</li> <li>e. Preparing foods low in fat and carbohydrates or use substitutions;</li> <li>f. Using dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients;</li> <li>g. Avoiding harmful fats;</li> <li>h. Choosing and/or preparing food, beverages, and snacks with less added sugar, highly caloric sweeteners, and/or salt;</li> <li>i. Choosing high protein foods with low fat, lean, and/or fat-free meat, poultry, nuts and beans;</li> <li>j. Using basic food preparation knowledge (e.g., following a recipe, equivalents, measurement, cooking and preparation terms, equipment operation and care).</li> </ol> </li> <li>5. Analyze food and dietary intake using the USDA dietary guidelines.</li> <li>6. Employ healthy choices around special dietary needs (e.g., diabetes, food allergies.)</li> <li>7. Use problem solving to plan healthy choices around special dietary needs.</li> <li>8. Describe the role each nutrient plays in overall body health.</li> <li>9. Research healthy food choices that span cultural patterns and preferences.</li> <li>10. Examine the effects that nutrients have on the body at the cellular level.</li> </ol>	<p><b>Student Edition:</b>            477-480, 493-497, 500-503, 507-517, 521-524, 526-527, 529-531, 535-537, 542-543, 563-566, 569-571, 579-580  <i>Figure 34-5</i> 498  <i>Figure 34-6</i> 499  <i>Figure 39-2</i> 562  <i>Figure 39-7</i> 567  <i>Figure 39-8</i> 568  <i>Figure 39-9</i> 569  <i>Figure 40-2</i> 581</p> <p><b>Teacher Annotated Edition:</b>            C 478, 501, 525; CC 508, 524, 527; CF 499, 569; CT 515, 569; E 517; EC 497, 500, 529; ER 509; LS 513; MDN 502; MS 479, 494, 508, 530, 537, 570; OC 493, 507; PO 525; R 503, 517; RC 477, 478, 493, 494, 496, 498, 502, 507, 510, 512, 514, 530, 542, 568, 580; SSA 509</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark D: Analyze restaurants and their menus related to a healthy lifestyle.</b>	
<ol style="list-style-type: none"> <li>1. Review restaurant menu items for nutrient content.</li> <li>2. Select restaurant menu items that create a healthy, balanced meal.</li> </ol>	<p><b>Student Edition:</b> 527-528 <i>Review Key Terms &amp; Ideas</i> 532 #10</p> <p><b>Teacher Annotated Edition:</b> E 517; ERM 527; LS 527; RC 528</p>
<b>Intermediate Benchmark E: Determine nutrition information to guide food choices for a healthy lifestyle.</b>	
<ol style="list-style-type: none"> <li>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).</li> <li>2. Evaluate the components of the USDA nutrition facts label for information on the nutritive value of packaged food.</li> <li>3. Evaluate the uses and dangers of supplements and steroid use.</li> </ol>	<p><b>Student Edition:</b> 487, 510-511, 513, 540 <i>Applying Your Knowledge</i> 519 #1-3 <i>Figure 35-8</i> 515 <i>Figure 37-5</i> 541</p> <p><b>Teacher Annotated Edition:</b> CF 541; CS 510; CT 511, 515; FL 513; LS 513; MS 511; OC 507; PF 511; RC 514</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark F: Interpret factors associated with body weight.</b>	
<ol style="list-style-type: none"> <li>1. Explain the variety of factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age).</li> <li>2. Analyze criteria for determining healthy body weight.</li> <li>3. Explain weight management programs including surgical weight reduction possibilities and their short- and long-term outcomes.</li> <li>4. Identify eating disorders, symptoms, and current research for prevention and management.</li> <li>5. Describe safe, healthy, effective weight loss and maintenance programs.</li> <li>6. Explain the role of exercise in managing weight.</li> </ol>	<p><b>Student Edition:</b> 478-486, 521-522 <i>Applying Your Knowledge</i> 519 #3 <i>Figure 33-6</i> 482</p> <p><b>Teacher Annotated Edition:</b> CT 481, 482, 484, 485; EC 485; MS 479, 484; PF 485; RC 480, 482, 484, 486, 521</p>
<b>Intermediate Benchmark G: Evaluate the link between physical activity, sleep, and healthy lifestyle.</b>	
<ol style="list-style-type: none"> <li>1. Determine the health benefits of physical activity and sleep.</li> <li>2. Explain energy balance as it influences body weight and relates to obesity.</li> <li>3. Interpret the impact of eating behavior and physical activity on short- and long-term health.</li> </ol>	<p><b>Student Edition:</b> 477-480, 512 <i>Figure 33-4</i> 480 <i>Figure 35-8</i> 515 <i>Thinking Critically</i> 518 #2</p> <p><b>Teacher Annotated Edition:</b> C 478; CF 515; CT 479; EC 477; RC 477, 478</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 2 Build Relationships</b></p> <p>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><b>Intermediate Benchmark: Build Relationships</b></p>	
<p><b>Intermediate Benchmark A: Appraise methods that build and maintain healthy interpersonal relationships.</b></p>	
<ol style="list-style-type: none"> <li>1. Determine qualities and skills to build and maintain friendships.</li> <li>2. Analyze relationship behaviors and factors that lead to long-term relationships (e.g., openness to change).</li> <li>3. Relate relationship behaviors and factors that reduce risks of negative life outcomes.</li> <li>4. Compare physical, emotional, and intellectual responses in healthy and unhealthy relationships.</li> <li>5. Investigate the decisions and responsibilities associated with sexual relationships.</li> <li>6. Illustrate diverse perspectives, needs, characteristics of individuals and families/households.</li> <li>7. Identify conflict resolution skills needed for building healthy relationships in large and small groups.</li> <li>8. Identify the elements of sexual harassment and associated behaviors from various points of view (e.g., harasser, victim, bystander).</li> <li>9. Identify the impact that advances in technology have on individual and family relationships.</li> <li>10. Apply effective communication skills to build healthy relationships pertaining to:             <ol style="list-style-type: none"> <li>a. Trust and self-disclosure;</li> <li>b. Message sending and receiving;</li> <li>c. Verbal and non-verbal communication;</li> <li>d. Technology in relationships;</li> <li>e. Communication across cultures.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            211-221, 225-235, 307-308, 315, 321-323, 340  <i>Applying Your Knowledge</i> 317 #2  <i>Figure 14-4</i> 215  <i>Finding Creative Solutions</i> 232, 314  <i>Review and Activities</i> 222-223  <i>Tips for Success</i> 323  <i>Viewpoints</i> 221</p> <p><b>Teacher Annotated Edition:</b>            CC 228; CF 215; CS 213, 228, 230, 322; CT 213, 216, 219, 220, 229; E 221; LS 225; MDN 218; MS 217, 229; OC 211, 225; RC 211, 212, 216, 225, 226, 307, 322; SN 323, V 221</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark B: Examine the impact of coping and personal resilience skills.</b>	
<ol style="list-style-type: none"> <li>1. Apply skills for coping with the loss of a relationship including how to:               <ol style="list-style-type: none"> <li>a. Recognize/identify feelings of loss as normal;</li> <li>b. Emphasize positive aspects of life;</li> <li>c. Identify support resources for dealing with loss.</li> </ol> </li> <li>2. Apply skills for coping with changes and stressors in personal and group relationships including:               <ol style="list-style-type: none"> <li>a. Normative stressors versus crises-producing events;</li> <li>b. Effective communication skills;</li> <li>c. Support systems.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            249, 267-269, 293-294, 303, 309-310, 312, 325, 339, 396-397  <i>More to Explore</i> 269</p> <p><b>Teacher Annotated Edition:</b>            C 294; CF 311; CS 311, 325; CT 267, 293, 325; EF 312; ME 269; MS 267, 303; RC 293, 312</p>
<b>Intermediate Benchmark C: Develop personal assets that demonstrate healthy, caring and responsible citizenship.</b>	
<ol style="list-style-type: none"> <li>1. Understand the impact of peer pressure.</li> <li>2. Explore assets that provide for growing up healthy, caring, and responsible including:               <ol style="list-style-type: none"> <li>a. External assets (e.g., support, empowerment, boundaries and expectations, constructive use of time, service learning);</li> <li>b. Internal assets (e.g., commitment to learning positive values, social competencies, positive identity)</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            24-27, 30-33, 255-258  <i>Finding Creative Solutions</i> 257  <i>Tips for Success</i> 32</p> <p><b>Teacher Annotated Edition:</b>            C 255; CS 25; CT 27; EC 26, 254; FCS 257; R 33; RC 26, 30, 32, 254</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 3: Demonstrate Personal Financial Literacy</b></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><b>Intermediate Benchmark: Demonstrate Personal Financial Literacy</b></p>	
<p><b>Intermediate Benchmark A: Establish individual and family financial goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Identify income and expenses.</li> <li>2. Illustrate spending and savings plans for fixed, flexible, and periodic expenses.</li> <li>3. Examine attitudes and behaviors that lead to financial satisfaction.</li> <li>4. Outline preventive measures to secure good credit scores.</li> <li>5. Interpret wages, taxes and deductions on earning statements.</li> </ol>	<p><b>Student Edition:</b> 446-448, 452 <i>Finding Creative Solutions</i> 453</p> <p><b>Teacher Annotated Edition:</b> B 453; C 451; CT 452, 453; FCS 453; MS 450; RC 446, 450, 452</p>
<p><b>Intermediate Benchmark B: Illustrate financial institutions and services to meet financial goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Choose banking charges and services (e.g., savings, pre-paid credit cards, debit, electronic check conversion, electronic banking services).</li> <li>2. Demonstrate financial transactions such as check writing, account reconciliation, savings, investing, deposits, and withdrawals.</li> <li>3. Analyze types of credit available to individuals and families.</li> <li>4. Explain intended impact of advertisements and promotions from financial institutions.</li> <li>5. Illustrate examples of borrowing and saving practices that impinge on the value of money.</li> <li>6. Compare finance company practices (e.g., franchises with high interest, rent-to-own, payday lenders).</li> </ol>	<p><b>Student Edition:</b> 449-452, 457-459, 463-469 <i>Applying Your Knowledge</i> 461 #1-2, 471 <i>Managing Your Life</i> 461, 471 <i>Thinking Critically</i> 460 <i>Tips for Success</i> 466</p> <p><b>Teacher Annotated Edition:</b> C 465; CA 465; CC 465; CF 451; CT 450, 467; EC 467; IA 463; MA 464; MS 464, 466; PF 469; RC 452, 463, 464, 466; TS 466</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 4: Design a Career Blueprint</b></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 align="center"><b>Intermediate Benchmark: Design a Career Blueprint</b></p>	
<p><b>Intermediate Benchmark A: Update an individual academic career plan based on self-knowledge and interests.</b></p>	
<ol style="list-style-type: none"> <li>1. Update personal profile of interests, attitudes, goals, skills, and expectations related to career options.</li> <li>2. Explore career information resources.</li> <li>3. Interpret factors affecting career choices.</li> <li>4. Differentiate among education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship).</li> <li>5. Construct individual career plan.</li> </ol>	<p><b>Student Edition:</b>  142-144, 149-153, 157-165  <i>Applying Your Knowledge</i> 155 #2  <i>Character in Action</i> 152  <i>Review and Activities</i> 166-167</p> <p><b>Teacher Annotated Edition:</b>  C 142, 158, 165; CT 143; ES 151; ETR 149;  GTWW 149; LR 161; MS 142, 149; PF 147, 149;  PJ 159; R 153; RC 142, 150, 152, 157, 162, 164</p>
<p><b>Intermediate Benchmark B: Practice job search skills.</b></p>	
<ol style="list-style-type: none"> <li>1. Explore resume writing styles.</li> <li>2. Identify job hunting skills including: <ol style="list-style-type: none"> <li>a. Find job postings;</li> <li>b. Send out resumes;</li> <li>c. Schedule interviews;</li> <li>d. Prepare for interviews.</li> </ol> </li> <li>3. Cite examples of jobs and needed qualifications or background.</li> <li>4. Explore employment opportunities locally and nationally.</li> </ol>	<p><b>Student Edition:</b>  169-173, 175-179  <i>Figure 11-2</i> 171  <i>Figure 11-4</i> 174  <i>Finding Creative Solutions</i> 177  <i>More to Explore</i> 172  <i>Tips for Success</i> 170</p> <p><b>Teacher Annotated Edition:</b>  AI 177; CT 171; EA 173; EB 171; EC 170, 175;  EO 171; IQ 178; ME 172; MS 172; PA 173; RC 169,  170, 172, 174; SW 177; TS 170</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark C: Interpret career and workplace issues.</b>	
<ol style="list-style-type: none"> <li>1. Explore social, economic, and global trends impacting the employment opportunities including:               <ol style="list-style-type: none"> <li>a. Outsourcing;</li> <li>b. Minimum wage;</li> <li>c. Multi-cultural expectations and understandings;</li> <li>d. Changes in pensions and Social Security;</li> <li>e. Ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).</li> </ol> </li> <li>2. Examine implications of life and work changes (e.g., multiple careers in a lifetime, work-from home technologies, emerging careers).</li> <li>3. Explore work and family relationship related to healthcare benefits, daycare for children, family leave, job sharing, and relocation.</li> </ol>	<p><b>Student Edition:</b>            147-148, 163, 191, 201-203  <i>More to Explore</i> 148  <i>Review and Activities</i> 204-205  <i>Viewpoints</i> 202</p> <p><b>Teacher Annotated Edition:</b>            C 202; CC 159; CCh 165; CS 201; CT 148, 159;            E 191; F 201; FFP 201; GE 147; IT 163; ME 148;            RC 146, 202; SSA 145, 163; V 202</p>
<p><b>Standard 5: Become Consumer Savvy</b>  <b>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.</b></p> <p style="text-align: center;"><b>Intermediate Benchmark: Become Consumer Savvy</b></p>	
<b>Intermediate Benchmark A: Interpret the impact of advertising on individual and family consumer purchases.</b>	
<ol style="list-style-type: none"> <li>1. Illustrate advertising techniques and gimmicks (e.g., bandwagon, rewards, testimonials, electronic messaging).</li> <li>2. Explore the impact of brand loyalty (e.g., soft drink products, clothing with brand identification).</li> </ol>	<p><b>Student Edition:</b>            422, 424-427  <i>Figure 29-2</i> 422  <i>Viewpoints</i> 425</p> <p><b>Teacher Annotated Edition:</b>            CL 420; CP 422; CT 422, 425; OC 421; PT 424;            RC 424, 426; V 425</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark B: Implement strategies for purchasing goods and services that meet individual needs and valued ends.</b>	
<ol style="list-style-type: none"> <li>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).</li> <li>2. Recognize common predatory practices used to defraud (e.g., bait and switch, loss leaders, misrepresentation of contract terms, spam, pop-ups, phishing).</li> <li>3. Evaluate how product information on food and clothing labels assists in decision-making to meet valued ends.</li> </ol>	<p><b>Student Edition:</b>  424, 426-427, 464-465, 469  <i>Figure 29-4</i> 424  <i>Figure 29-5</i> 427  <i>Managing Your Life</i> 429  <i>Review Key Terms and Ideas</i> 428 #11-12</p> <p><b>Teacher Annotated Edition:</b>  E 469; MA 464; MS 464; PF 469; RBS 427</p>
<b>Intermediate Benchmark C: Promote consumer rights and responsibilities.</b>	
<ol style="list-style-type: none"> <li>1. Explore consumer protection laws (e.g., Equal Opportunity Act, Fair Credit Billing Act, Fair Credit Reporting Act).</li> <li>2. Identify consumer's right to: <ol style="list-style-type: none"> <li>a. Choose;</li> <li>b. Be informed;</li> <li>c. Safety and legal action;</li> <li>d. Be heard.</li> </ol> </li> <li>3. Demonstrate consumer responsibilities when purchasing and using goods and services including: <ol style="list-style-type: none"> <li>a. Use product as intended;</li> <li>b. Report problems;</li> <li>c. Read owner's manual;</li> <li>d. Seek information.</li> </ol> </li> <li>4. Identify government agencies (e.g., Food and Drug Administration, Federal Trade Commission) that attend to consumer issues and concerns.</li> <li>5. Identify community agencies (e.g., Chambers of Commerce, Better Business Bureaus) and their roles in handling consumer issues and concerns.</li> <li>6. Demonstrate leadership skills to address consumer issues including: <ol style="list-style-type: none"> <li>a. Use effective communication;</li> <li>b. Manage controversy;</li> <li>c. Write letters of complaint or concern.</li> </ol> </li> <li>7. Illustrate consequences of ethical and unethical practices to individuals and businesses.</li> <li>8. Describe ways to avoid identity theft.</li> <li>9. Discuss consumer leadership and advocacy skills needed for self-protection when selecting goods and services.</li> </ol>	<p><b>Student Edition:</b>  405-417  <i>Character in Action</i> 410  <i>Figure 28-3</i> 407  <i>Figure 28-7</i> 413  <i>Managing Your Life</i> 419  <i>More to Explore</i> 412  <i>Review and Activities</i> 418-419</p> <p><b>Teacher Annotated Edition:</b>  C 416; CA 410; CR 407; CT 407, 414; EC 415;  ICR 407; MDN 407; ME 412; MS 409, 417; OC 405;  P 414; RC 405, 406, 408, 410, 412, 414, 416;  WA 419</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark D: Evaluate impact of consumer choices on renewable and nonrenewable resources.</b>	
<ol style="list-style-type: none"> <li>1. Cite examples of how consumers can conserve resources with landscape design, appliance usage, and lighting.</li> <li>2. Describe how public policy issues that impact families and communities impact renewable and non-renewable resources.</li> <li>3. Illustrate current and alternative home and workplace practices (e.g., related to refuse, reduce, reuse, recycle).</li> <li>4. Demonstrate consequences related to renewable and non-renewable resource use.</li> </ol>	<p><b>Student Edition:</b> 643-644, 729-735 <i>Managing Your Life</i> 737 <i>More to Explore</i> 731 <i>Review and Activities</i> 736-737</p> <p><b>Teacher Annotated Edition:</b> C 733; ME 731; MS 730; RC 730, 732, 734; S 731; SA 728, 730, 733; TL 731</p>
<b>Intermediate Benchmark E: Interrelate the economy and consumer decisions.</b>	
<ol style="list-style-type: none"> <li>1. Interpret interdependence among producers, consumers and government.</li> <li>2. Assess effects of supply and demand on consumer spending.</li> <li>3. Compare inflation impact on consumers.</li> <li>4. Illustrate effects of unethical consumer practices on businesses.</li> </ol>	<p><b>Student Edition:</b> 405-406, 417, 536 <i>Figure 28-2</i> 406 <i>Review and Activities</i> 418-419</p> <p><b>Teacher Annotated Edition:</b> LAA 417; MA 406; RC 406; SD 536</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 6: Ensure Food Safety</b></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 align="center"><b>Intermediate Benchmarks: Ensure Food Safety</b></p>	
<p><b>Intermediate Benchmark A: Demonstrate safe food-handling practices related to food-borne pathogens.</b></p>	
<ol style="list-style-type: none"> <li>1. Interpret high-risk food situations related to immune-compromised individuals (e.g., acquired immunodeficiency syndrome [AIDS] patients, infants, pregnant women, diabetics).</li> <li>2. Model personal hygiene behaviors to prevent food-borne pathogens by:               <ol style="list-style-type: none"> <li>a. Washing hands;</li> <li>b. Covering cough or sneeze and washing hands;</li> <li>c. Using gloves if open sore or cuts;</li> <li>d. Avoiding tastes with utensils used to prepare food.</li> </ol> </li> <li>3. Model safe kitchen behaviors to avoid food-borne pathogens including:               <ol style="list-style-type: none"> <li>a. Cook foods to recommended temperatures;</li> <li>b. Wash fresh produce;</li> <li>c. Refrigerate food promptly;</li> <li>d. Keep hot foods hot;</li> <li>e. Use thermometer when cooking;</li> <li>f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);</li> <li>g. Thaw frozen foods in refrigerator overnight or in microwave;</li> <li>h. Clean refrigerator (e.g., prevent Listeria);</li> <li>i. Wash fresh produce before using or eating.</li> </ol> </li> <li>4. Demonstrate kitchen sanitation when handling food, to prevent cross contamination and foodborne pathogens by:               <ol style="list-style-type: none"> <li>a. Using clean utensils and containers;</li> <li>b. Washing tops of cans;</li> <li>c. Washing counters and cutting boards with chlorine bleach solution;</li> <li>d. Keeping pets and insects out of the kitchen;</li> <li>e. Disposing garbage properly;</li> <li>f. Washing dishcloths and sponges daily.</li> </ol> </li> <li>5. Examine the effects that food-borne pathogens have on the body.</li> </ol>	<p><b>Student Edition:</b>            530-531, 551, 553-557  <i>Figure 38-4</i> 552  <i>Figure 38-7</i> 555  <i>Figure 38-8</i> 557  <i>Managing Your Life</i> 559  <i>Quick Write</i> 549  <i>Review and Activities</i> 558-559  <i>Tips for Success</i> 556</p> <p><b>Teacher Annotated Edition:</b>            C 555; CL 548; CT 552, 554, 555; EC 554; FW 553; LS 552; MS 530, 553; OC 549; QW 549; RC 530, 549, 552, 554, 556; SA 553; SD 551; SSA 553; TM 555; TS 556</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark B: Use critical thinking and reasoning to engage available resources and ensure an adequate, secure food supply.</b>	
<ol style="list-style-type: none"> <li>1. Plan budgeted meals that consider secure food supply concerns including:               <ol style="list-style-type: none"> <li>a. Use nutritionally dense foods (e.g., raw vegetables, low-fat dairy, whole grains, lean proteins);</li> <li>b. Meet individual daily dietary requirements (e.g., related to age, caloric intake, exercise, special food needs, cultural differences).</li> <li>c. Use cost comparison strategies (e.g., generic vs. brand, coupons);</li> <li>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]).</li> </ol> </li> <li>2. Identify regulating agencies at the local, state, and federal levels responsible for insuring a secure food supply.</li> <li>3. Examine how individuals and government agencies regulate food safety to protect citizens considering:               <ol style="list-style-type: none"> <li>a. Food traceability, food supply security, and imported and exported food safety;</li> <li>b. Federal, community, and household methods to protect and cope with bio-terrorism;</li> <li>c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);</li> <li>d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.</li> </ol> </li> <li>4. Identify action plan that considers differing points of view related to:               <ol style="list-style-type: none"> <li>a. Safe and sustainable food public policy issues;</li> <li>b. Safe imported foods;</li> <li>c. Genetically modified food, herbs and supplements;</li> <li>d. School food programs;</li> <li>e. Local wellness policies;</li> <li>f. Organic foods;</li> <li>g. Antibiotic use in food stock animals.</li> </ol> </li> <li>5. Identify reliable resources of food safety information to inform families making decisions related to providing safe, secure food supplies.</li> <li>6. Use reliable resource criteria related to food safety information including:               <ol style="list-style-type: none"> <li>a. Credentialed authors;</li> <li>b. Up-to-date, unbiased information without conflict of interest;</li> <li>c. Validated information from more than one source;</li> <li>d. Information based on reliable research procedures.</li> </ol> </li> <li>7. Accommodate food allergies, intolerances, and sensitivities by recommending dietary alternatives (e.g., to seafood, wheat, nuts, beans, lactose,</li> <li>8. Examine food safety technologies (e.g., irradiation processes, organic production, additives,</li> </ol>	<p><b>Student Edition:</b>            523-527, 529-531, 535-537, 540  <i>Figure 37-5</i> 541  <i>Figure 38-7</i> 555  <i>Figure 38-8</i> 557  <i>Managing Your Life</i> 559, 737</p> <p><b>Teacher Annotated Edition:</b>            C 525, 536, 555; E 557; EC 529, 540;            IR TM14-TM19; MS 523, 524, 530, 537; OC 535;            RC 524, 526, 535, 538; SL 529; ST 137</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark C: Apply kitchen practices that sustain the environment.</b>	
<ol style="list-style-type: none"> <li>1. Give multiple examples of renewable and non-renewable resource practices related to food and food packaging waste.</li> <li>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"> <li>a. Avoid letting water run;</li> <li>b. Separate trash recyclables and garbage;</li> <li>c. Compost;</li> <li>d. Choose recyclables when possible;</li> <li>e. Buy in bulk;</li> <li>f. Avoid double wrapping;</li> <li>g. Keep range top burners and reflectors clean;</li> <li>h. Run dishwasher only when full;</li> <li>i. Avoid preheating oven except for baking;</li> <li>j. Cool leftovers before refrigerating;</li> <li>k. Cover pan when boiling water;</li> <li>l. Match pan size to heating element;</li> <li>m. Eliminate disposable products like Styrofoam™ and plastic;</li> <li>n. Use timer rather than open the oven door.</li> </ol> </li> <li>3. Explain the impact of resource-conserving practices for sustaining the environment.</li> </ol>	<p><b>Student Edition:</b>            730-732, 733-735  <i>Figure 50-6</i> 733  <i>Managing Your Life</i> 737  <i>More to Explore</i> 731  <i>Reviewing Key Terms and Ideas</i> 736 #11, #13  <i>Viewpoints</i> 536</p> <p><b>Teacher Annotated Edition:</b>            C 734; SA 733; TL 731</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 7: Manage a Life Plan</b></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 align="center"><b>Intermediate Benchmark: Manage a Life Plan</b></p>	
<p align="center"><b>Intermediate Benchmark A: Examine values and resources that support lifestyle goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Examine goal-setting processes to meet interpersonal, academic, financial, health and community needs by identifying:               <ol style="list-style-type: none"> <li>a. Processes in setting short- and long-term goals;</li> <li>b. Standards or characteristics of measurable goals.</li> </ol> </li> <li>2. Consider values in goal setting and resolving value conflicts.</li> <li>3. Create plans that use resources in reaching lifestyle goals including               <ol style="list-style-type: none"> <li>a. Skills (e.g., interpersonal, technological, energy, talents);</li> <li>b. Education (e.g., teachers, books, school, information services);</li> <li>c. Community (e.g., support services, family, professionals);</li> <li>d. Financial (e.g., banking services to manage money).</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            55-59, 81-88  <i>Applying Your Knowledge</i> 95 #1  <i>Figure 5-3</i> 84  <i>Tips for Success</i> 89  <i>Thinking Critically</i> 94 #1</p> <p><b>Teacher Annotated Edition:</b>            C 83; CL 80; CS 57; CT 85; IG 83; LAA 59; LS 58, 86; MS 82; RC 84, 88; TS 89</p>
<p align="center"><b>Intermediate Benchmark B: Explore time management strategies related to educational, work and family goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Explore time management techniques that meet educational, work, and family goals.</li> <li>2. Differentiate discretionary and non-discretionary time use.</li> <li>3. Examine how time use meets personal and academic goals.</li> <li>4. Implement self-management as essential to time management.</li> </ol>	<p><b>Student Edition:</b>            81, 88-93, 112-116  <i>Character in Action</i> 91  <i>Figure 7-2</i> 112  <i>Finding Creative Solutions</i> 115  <i>Making Connections</i> 95 #2  <i>Thinking Critically</i> 94 #2</p> <p><b>Teacher Annotated Edition:</b>            C 115; CA 91; CT 113; EC 116; FCS 115; MS 89, 91, 93, 112; OC 81, 111; PMT 92; RC 81, 90, 92, 111, 114; WPP 115</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark C: Develop plans to reduce and manage stress.</b>	
<ol style="list-style-type: none"> <li>1. Interpret factors that contribute to stress.</li> <li>2. Differentiate between internal and external stressors.</li> <li>3. Illustrate steps to reduce stress including:               <ol style="list-style-type: none"> <li>a. Compare healthy and unhealthy ways to deal with stress;</li> <li>b. Compare strategies for coping with change.</li> </ol> </li> <li>4. Consider plans for coping with stress (e.g., support services, professionals, family, community, school personnel).</li> </ol>	<p><b>Student Edition:</b>            41-43, 187, 200, 253-254  <i>Applying Your Knowledge</i> 49 #2  <i>Managing Your Life</i> 49  <i>Thinking Critically</i> 48 #2  <i>Viewpoints</i> 43</p> <p><b>Teacher Annotated Edition:</b>            C 41; CSTW 43; CT 42; RC 42, 200; SS 41; V 43</p>
<b>Intermediate Benchmark D: Apply environmentally sustaining practices in school, home, work and community.</b>	
<ol style="list-style-type: none"> <li>1. Select behaviors that encourage the sustainability of natural resources.               <ol style="list-style-type: none"> <li>a. Explore plans to reduce, reuse, and recycle goods and services;</li> <li>b. Illustrate plans to protect natural resources.</li> </ol> </li> <li>2. Describe environmental-related career opportunities (e.g., environmental engineer, horticulturalist, Environmental Protection Agency [EPA] specialist, park ranger).</li> </ol>	<p><b>Student Edition:</b>            729-735  <i>Applying Your Knowledge</i> 737  <i>Figure 50-7</i> 734  <i>More to Explore</i> 731  <i>Quick Write</i> 727  <i>Think Critically</i> 736 #2</p> <p><b>Teacher Annotated Edition:</b>            C 733, 734; CC 734; CL 726; EC 732; ME 731;            MS 730; PF 734; QW 727; RC 730, 732, 734;            S 731; SA 733; UI 735</p>
<b>Intermediate Benchmark E: Apply decision-making skills to educational, work and interpersonal problems.</b>	
<ol style="list-style-type: none"> <li>1. Apply decision-making process steps namely:               <ol style="list-style-type: none"> <li>a. Define problem and its context;</li> <li>b. Name alternatives and consequences;</li> <li>c. Explore best alternative based on workable, valued ends;</li> <li>d. Outline plan to carry out decision;</li> <li>e. Examine intended and unintended outcomes.</li> </ol> </li> <li>2. Define critical thinking skills related to practical reasoning and decision making.</li> <li>3. Examine reliable resources for decision making.</li> <li>4. Define ethical principles, value judgments, and moral reasoning related to decision making.</li> <li>5. Implement decision-making process for educational, workplace, and interpersonal problems.</li> </ol>	<p><b>Student Edition:</b>            98-101, 103-107  <i>Figure 6-8</i> 106  <i>Managing Your Life</i> 109  <i>More to Explore</i> 103  <i>Review and Activities</i> 108-109  <i>Viewpoints</i> 98</p> <p><b>Teacher Annotated Edition:</b>            C 98; Co 105; CT 100, 101; E 107; EC 99, 101,            103, 107; ME 103; MS 102, 105; PEP 105; RC 98,            100, 106; SI 105; SSA 103; V 98</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark F: Utilize skills for resisting peer pressure and resolve conflict in interpersonal, educational and workplace relationships.</b>	
<ol style="list-style-type: none"> <li>1. Explain stages and pressures of adolescent development related to resisting unproductive peer pressure.</li> <li>2. Explain how personal skills, support systems, and adult mentors assist in resisting negative peer pressure and resolving conflict.</li> <li>3. Explain self-worth, self-confidence and self-efficacy related to resisting negative peer pressure.</li> <li>4. Illustrate conflict resolution skills namely:               <ol style="list-style-type: none"> <li>a. Appraise negotiable and non negotiable conflicts;</li> <li>b. Model appropriate ways to express anger in interpersonal conflicts;</li> <li>c. Examine productive and unproductive responses to conflict.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            254-259, 267  <i>Applying Your Knowledge</i> 273 #1  <i>Figure 17-5</i> 259  <i>More to Explore</i> 269  <i>Tips for Success</i> 258, 267</p> <p><b>Teacher Annotated Edition:</b>            C 257; CF 259; CS 255; CT 267; EC 258; LS 269;            ME 269; MS 267; RC 258, 268; TS 258</p>
<b>Intermediate Benchmark G: Expand multi-cultural awareness in interpersonal, education and workplace relationships.</b>	
<ol style="list-style-type: none"> <li>1. Describe effects of stereotypes, prejudices, discrimination, bias, hate, racism and sexism.</li> <li>2. Interpret educational and workplace miscommunication based on differences in:               <ol style="list-style-type: none"> <li>a. Verbal and nonverbal gestures and behaviors;</li> <li>b. Language;</li> <li>c. Clothing;</li> <li>d. Religious practice;</li> <li>e. Gender;</li> <li>f. Values;</li> <li>g. Beliefs.</li> </ol> </li> <li>3. Explore components of culture (e.g., family systems, religious beliefs, food, clothing, housing, customs, traditions, holidays).</li> <li>4. Recognize characteristics of diversity in educational, community, and workplace settings.</li> <li>5. Contrast components of differing cultural backgrounds and experiences.</li> </ol>	<p><b>Student Edition:</b>            55, 98-99, 214-215, 218, 264, 310-311, 335, 339-340, 509, 595  <i>Character in Action</i> 214  <i>Figure 14-7</i> 218</p> <p><b>Teacher Annotated Edition:</b>            CA 214; CC 55, 99, 266, 508; CL 262; CT 335;            EC 339; EW 340; RC 218; SSA 217, 327, 509, 595</p>

STANDARDS	PAGE REFERENCES
<p><b>Intermediate Benchmark H: Recognize friend, family and community systems that sustain productive, meaningful lifestyles.</b></p>	
<ol style="list-style-type: none"> <li>1. Employ effective techniques for building positive, supportive personal and group relationships.</li> <li>2. Describe qualities of healthy long-term mate relationships to build strong families.</li> </ol>	<p><b>Student Edition:</b> 215-219, 326, 334-335 <i>Figure 14-4</i> 215 <i>Quick Write</i> 319</p> <p><b>Teacher Annotated Edition:</b> C 216; CF 215; CT 216; LAA 329; MDN 218; OSF 321; QW 319; RC 334</p>
<p><b>Standard 8: Manage Personal Transitions</b></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><b>Intermediate Benchmark: Manage Personal Transitions</b></p>	
<p><b>Intermediate Benchmark A: Demonstrate how academic achievement supports personal and career growth.</b></p>	
<ol style="list-style-type: none"> <li>1. Evaluate academic achievement in relation to learning style and the multiple intelligences.</li> <li>2. Demonstrate study skills that enhance achievement.</li> <li>3. Apply test-taking procedures and skills for academic success.</li> <li>4. Identify academic achievement indicators associated with setting new goals (e.g., GPA, proficiency exams, other standardized measures).</li> <li>5. Create a system that can be used to manage personal and career growth.</li> <li>6. Explore skills needed for self-efficacious personal and academic growth.</li> <li>7. Demonstrate technologies that effectively manage learning.</li> </ol>	<p><b>Student Edition:</b> 112-113, 129-130, 151-153, 159, 164-165 <i>Applying Your Knowledge</i> 155 #2 <i>Managing Your Life</i> 135 <i>Tips for Success</i> 189</p> <p><b>Teacher Annotated Edition:</b> C 158, 165, 190; EC 189; RC 152; TS 189</p>

STANDARDS	PAGE REFERENCES
<b>Intermediate Benchmark B: Examine various influences on personal and academic life transitions.</b>	
<ol style="list-style-type: none"> <li>1. Compare risks and benefits associated with personal and academic choices.</li> <li>2. Relate physical, emotional, and social development factors to life transition points.</li> <li>3. Gather reliable resources that support planning for personal and academic success.</li> <li>4. Assess personal interests and developmental assets.</li> <li>5. Use examples of goal setting and planning strategies to guide life transitions.</li> <li>6. Describe actions and attributes needed during times of transition (e.g., honesty, integrity, fairness).</li> <li>7. Apply decision-making steps related to context, sources of information, alternatives, and consequences of functioning in a new situation.</li> <li>8. Explain the role of feedback in modifying behaviors.</li> <li>9. Apply skills needed to effectively give and receive feedback.</li> </ol>	<p><b>Student Edition:</b>  86-87, 91-93, 100-107, 142-143, 157-159, 183-184, 231, 339  <i>Figure 6-8</i> 106  <i>Finding Creative Solutions</i> 165  <i>Managing Your Life</i> 109  <i>More to Explore</i> 103</p> <p><b>Teacher Annotated Edition:</b>  C 101, 142, 158; CL 156; Co 105; CS 339; CT 101; E 107; EC 107; LS 87; ME 103; MS 149; PAT 159</p>
<b>Intermediate Benchmark C: Recognize skills to express emotions and resolve differences and conflict.</b>	
<ol style="list-style-type: none"> <li>1. Examine skills needed to recognize emotions and express them appropriately.</li> <li>2. Evaluate alternative responses and their consequences to conflict situations.</li> <li>3. Apply appropriate strategies for effectively resolving conflicts.</li> <li>4. Apply effective communication skills to resolve interpersonal conflicts.</li> </ol>	<p><b>Student Edition:</b>  263-264, 266-269  <i>Managing Your Life</i> 273  <i>More to Explore</i> 269  <i>Tips for Success</i> 267</p> <p><b>Teacher Annotated Edition:</b>  C 265; CS 267; LS 269; ME 269; MS 267; OC 263; TS 267</p>
<b>Intermediate Benchmark D: Apply social skills that lead to effective school and family relationships.</b>	
<ol style="list-style-type: none"> <li>1. Describe productive school behaviors (e.g., cooperation, personal responsibility, appropriate dress, appropriate language, punctuality).</li> <li>2. Apply skills needed to promote task completion.</li> <li>3. Initiate effective responses to cultural and ethnic diversity.</li> </ol>	<p><b>Student Edition:</b>  52-53, 65-66, 114-116, 242-248  <i>Finding Creative Solutions</i> 115  <i>More to Explore</i> 243</p> <p><b>Teacher Annotated Edition:</b>  C 52, 115, 243; CT 247; GD 242; LS 65; ME 243; MS 64; RS 65; WPP 115</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 9: Nurture and Care for Children</b></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>	
<p><b>No Intermediate Benchmarks</b></p>	
<p><b>Standard 1: Advocate a Healthy Lifestyle</b></p> <p>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><b>Advanced Benchmarks: Advocate a Healthy Lifestyle</b></p>	
<p><b>Advanced Benchmark A: Evaluate social and cultural factors that influence healthy lifestyle choices.</b></p>	
<ol style="list-style-type: none"> <li>1. Appraise the impact of advertising and media, peer pressure, vending, and convenience and fast food on lifestyle.</li> <li>2. Interpret ethnic perceptions of body weight and food choices.</li> <li>3. Categorize health in terms of physical, emotional, psychological, and social well-being.</li> </ol>	<p><b>Student Edition:</b> 421, 477, 507-510, 528-529 <i>Applying Your Knowledge</i> 533 #1 <i>Making Connections</i> 533 #1 <i>Viewpoints</i> 483</p> <p><b>Teacher Annotated Edition:</b> CC 508, 522, 527; CL 476; CS 510; ER 509; FC 509; OC 477; R 531; RC 477, 510, 528; VM 528</p>
<p><b>Advanced Benchmark B: Use problem solving to ensure overall body health.</b></p>	
<ol style="list-style-type: none"> <li>1. Evaluate intended outcomes of healthy food choices and physical activity using <a href="http://MyPyramid.gov">MyPyramid.gov</a>.</li> <li>2. Create an exercise plan that promotes healthy weight.</li> <li>3. Predict situations and behaviors that can result in poor health outcomes (e.g., tobacco use, substance abuse, environmental factors, sexual behavior).</li> <li>4. Identify barriers to making healthy food and exercise choices and how to overcome them.</li> <li>5. Choose group/team skills that accommodate and meet the healthy body needs of all</li> </ol>	<p><b>Student Edition:</b> 301-302, 478-479, 483-488, 510-517, 523, 529-531 <i>Applying Your Knowledge</i> 519 #2 <i>Figure 33-5</i> 481 <i>Figure 35-8</i> 515 <i>Managing Your Life</i> 491 <i>Thinking Critically</i> 518 #1, 532 #2</p> <p><b>Teacher Annotated Edition:</b> BA 512; CS 531; CT 481, 485, 487; EC 514, 529; LS 479; MS 82, 484, 530; R 478; RC 484, 486, 488, 514, 516</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark C: Choose food patterns for healthy lifestyle outcomes.</b>	
<ol style="list-style-type: none"> <li>1. Predict the health outcomes of food, beverage, and snack selection.</li> <li>2. Plan meals to promote healthy food, beverage, and snack consumption including:               <ol style="list-style-type: none"> <li>a. Plan food selection starting with whole grains and vegetables, adding lean protein and low fat dairy, and then fruits;</li> <li>b. Arrange food patterns and meals that encourage socialization;</li> <li>c. Design table service around advanced table service conventions;</li> <li>d. Formulate an action plan given multiple sources of scientific data and use that action plan to adopt improved eating and exercise habits.</li> </ol> </li> <li>3. Selecting foods that meet healthy dietary guidelines and contribute to healthy eating patterns by:               <ol style="list-style-type: none"> <li>a. Selecting and cooking whole grains (e.g., bulgur, brown rice, quinoa);</li> <li>b. Analyze various food combinations to evaluate their effectiveness in increasing nutrient absorption;</li> <li>c. Choose foods without fats and preservatives;</li> <li>d. Choose foods with substitutions to decrease fat and carbohydrates;</li> <li>e. Choose dry (e.g., sauté, grill, broil, roast, bake) and moist (e.g., steam, poach, simmer) heat cooking methods that maintain nutrients;</li> <li>f. Select and preparing food, beverage and snacks with less added sugar, highly caloric sweeteners, or salt;</li> <li>g. Select and preparing high-protein foods with low fat, lean or fat-free meat, poultry, and beans;</li> <li>h. Synthesize food preparation knowledge by following recipes; using equivalents, measurement, and advanced cooking terms; and utilizing proper equipment operation and care;</li> <li>i. Select foods suitable for restaurant service that meet healthy food criteria.</li> </ol> </li> <li>4. Analyze the food/dietary intake using the USDA dietary guidelines.</li> <li>5. Plan healthy choices around special dietary needs (e.g., diverticulosis, diabetes, food allergies).</li> <li>6. Determine how food science guides the creation of new food products through enrichment, hydrogenation and substitutions.</li> <li>7. Determine the many cultural influences on food preparation techniques.</li> <li>8. Determine the role each nutrient plays in overall body health.</li> <li>9. Evaluate healthy food choices that span cultural patterns and preferences.</li> <li>10. Evaluate complex issues related to providing nutritious food choices for a family.</li> <li>11. Examine the effect that nutrients, sugar and fat alternatives have on the body at the cellular level.</li> </ol>	<p><b>Student Edition:</b>            477-480, 493-497, 500-503, 507-517, 521-524, 526-527, 529-531, 535-537, 542-543, 563-566, 569-571, 579-580  <i>Figure 34-5</i> 498  <i>Figure 34-6</i> 499  <i>Figure 39-2</i> 562  <i>Figure 39-7</i> 567  <i>Figure 39-8</i> 568  <i>Figure 39-9</i> 569  <i>Figure 40-2</i> 581  <i>Managing Your Life</i> 505</p> <p><b>Teacher Annotated Edition:</b>            C 478, 501, 525, 585; CC 508, 522, 524, 527; CF 499, 569; CT 515, 523, 569; E 517; EC 497, 500, 513, 529; ER 509; LS 513; MDN 502; MS 479, 494, 508, 511, 530, 537, 570; OC 493, 507; PO 525; R 503, 517; RC 477, 478, 493, 494, 496, 498, 502, 507, 510, 512, 514, 530, 542, 568, 580; SSA 509</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark D: Evaluate restaurant menus that promote a healthy lifestyle.</b>	
<ol style="list-style-type: none"> <li>Evaluate restaurant menu items for nutrient content.</li> <li>Choose restaurant menu items to create a healthy balanced meal.</li> <li>Create restaurant menus that apply guidelines (e.g., using seasonal or organic foods).</li> </ol>	<p><b>Student Edition:</b> 527-528</p> <p><b>Teacher Annotated Edition:</b> ERM 527; LS 427</p>
<b>Advanced Benchmark E: Evaluate nutrition information to guide food choice and healthy lifestyle.</b>	
<ol style="list-style-type: none"> <li>Distinguish reliable sources of nutrition and exercise information (e.g., food labels; nutrition and diet information, popular magazines, advertisements, peer and family information, Web sites; and fitness centers).</li> <li>Appraise USDA nutrition facts labels and special claims (e.g., related to input and output, percentage of fat, total caloric intake).</li> <li>Assess the uses and dangers of supplements and steroid use.</li> <li>Assess the qualities and use of new or fortified food products.</li> <li>Evaluate the complex nature of nutrients and the body functions.</li> </ol>	<p><b>Student Edition:</b> 487, 494-497, 500, 510-511, 513, 540 <i>Applying Your Knowledge</i> 519 #1-3 <i>Figure 34-5</i> 498 <i>Figure 34-6</i> 499 <i>Figure 35-8</i> 515 <i>Figure 37-5</i> 541 <i>Making Connections</i> 505 #2</p> <p><b>Teacher Annotated Edition:</b> CF 541; CS 510; CT 511, 515; EC 498, 499; FL 513; LS 513; MDN 515; MS 511, 517; OC 507; PF 511; RC 514; SSA 501</p>
<b>Advanced Benchmark F: Assess factors associated with body weight.</b>	
<ol style="list-style-type: none"> <li>Evaluate factors that influence weight (e.g., genetics, physical activity, food choices, environment, income, ethnicity, gender, age).</li> <li>Analyze the complex relationships between eating disorders and weight and weight management.</li> <li>Evaluate weight management programs for long-term outcomes.</li> <li>Validate safe, healthy, effective weight loss and maintenance programs.</li> <li>Assess the role of exercise in managing weight.</li> </ol>	<p><b>Student Edition:</b> 478-486, 521-522 <i>Applying Your Knowledge</i> 519 #3 <i>Figure 33-6</i> 482</p> <p><b>Teacher Annotated Edition:</b> CT 481, 482, 484, 485; EC 485; MS 479, 484; PF 485; RC 480, 482, 484, 486, 521</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark G: Validate the link between physical activity, sleep, healthy lifestyle, and work performance.</b>	
<ol style="list-style-type: none"> <li>1. Assess the health benefits of physical activity and sleep.</li> <li>2. Compare energy balance as it influences body weight and relates to obesity.</li> <li>3. Assess the impact of eating behavior and physical activity on short- and long-term health and workplace productivity.</li> <li>4. Detect economic implications of healthy lifestyles (e.g., cost of health insurance, sick disability days, work productivity, loss of income).</li> </ol>	<p><b>Student Edition:</b>  477-480, 489, 512  <i>Figure 33-4</i> 480  <i>Figure 35-8</i> 515  <i>Thinking Critically</i> 518 #2</p> <p><b>Teacher Annotated Edition:</b>  C 478; CF 515; CT 479; E 489; EC 477; RC 477, 478</p>
<p><b>Standard 2 Build Relationships</b>  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>	
<b>No Advanced Benchmarks</b>	

STANDARDS	PAGE REFERENCES
<p><b>Standard 3: Demonstrate Personal Financial Literacy</b></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><b>Advanced Benchmark: Demonstrate Personal Financial Literacy</b></p>	
<p><b>Advanced Benchmark A: Choose resources to meet individual, family and business financial goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Differentiate among income and expenses including:               <ol style="list-style-type: none"> <li>a. Types of income (e.g., earnings, gifts, inheritance, interest);</li> <li>b. Types of expense (e.g., food, shelter, clothing, transportation, health care).</li> </ol> </li> <li>2. Prioritize needs and wants based on values and goals namely:               <ol style="list-style-type: none"> <li>a. Types of values (e.g., aesthetic, intellectual, economic);</li> <li>b. Short- and long-term financial goals for self, family, and workplace;</li> <li>c. Goal-setting characteristics (i.e., specific, measurable, achievable, realistic, time-oriented [SMART]).</li> </ol> </li> <li>3. Devise a spending plan for fixed, flexible and periodic expenses.</li> <li>4. Examine the impact inflation, recession, and national and world crises on financial planning.</li> <li>5. Examine attitudes and behaviors that lead to financial satisfaction.</li> <li>6. Evaluate employment opportunities related to wages and benefits.</li> </ol>	<p><b>Student Edition:</b>            82-84, 117, 179, 446-448, 452  <i>Applying Your Knowledge</i> 123 #1  <i>Finding Creative Solutions</i> 453  <i>Making Connections</i> 461 #1</p> <p><b>Teacher Annotated Edition:</b>            B 453; C 83, 121, 451; CF 451; CT 452, 453; D 458;            EC 178; FCS 453; MMYA 118; MS 82, 450;            RC 446, 450, 452; SE 472</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark B: Evaluate financial institutions and services to meet valued ends.</b>	
<ol style="list-style-type: none"> <li>1. Establish criteria to evaluate various financial services including:               <ol style="list-style-type: none"> <li>a. Types of savings and investing accounts;</li> <li>b. Types of checking, credit and debit accounts;</li> <li>c. On-line and electronic banking practices;</li> <li>d. Fraud or identity protection;</li> <li>e. Retirement investments.</li> </ol> </li> <li>2. Evaluate alternatives for financing postsecondary education (e.g., student loans, home equity loans, vouchers, grants, scholarships, employee tuition reimbursement programs).</li> <li>3. Evaluate finance company practices (e.g., franchises charging high interest, rent-to-own, payday lenders).</li> <li>4. Compare investment opportunities for financial health (e.g., stockbrokers, financial advisors, online investments, mutual funds).</li> <li>5. Distinguish time value of money related to borrowing and saving.</li> <li>6. Evaluate fraudulent practices that might impact financial stability.</li> </ol>	<p><b>Student Edition:</b>            150-151, 449-452, 457-459, 463-467  <i>Applying Your Knowledge</i> 471  <i>Figure 32-1</i> 463  <i>Tips for Success</i> 150</p> <p><b>Teacher Annotated Edition:</b>            AT 451; C 451, 457; CT 450, 457, 458; D 458;            EC 467; MA 464, 467; RC 150, 458; SE 472;            TS 150</p>
<b>Advanced Benchmark C: Predict changes in financial priorities needed to protect financial health through the family life cycle.</b>	
<ol style="list-style-type: none"> <li>1. Appraise needs of individuals and/or family members throughout the life cycle.</li> <li>2. Determine causes of individual and family financial crisis (e.g., death, new job, relocation, loss of income, health problems, divorce, alimony, child support, birth, adoption).</li> <li>3. Analyze retirement planning and pension options for workers (e.g., employment-related, personal preparation).</li> <li>4. Compare reliable sources of information related to financial matters.</li> <li>5. Prepare children to become financially literate.</li> <li>6. Examine communication skills needed for understanding and participating in financial stability.</li> </ol>	<p><b>Student Edition:</b>            295-299, 392, 394, 458-459  <i>Figure 31-1</i> 445  <i>Finding Creative Solutions</i> 453</p> <p><b>Teacher Annotated Edition:</b>            C 294, 392; EC 459; MA 394; PF 445; RC 458;            WA 461</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark D: Assess use of credit and debt to meet personal and family financial goals.</b>	
<ol style="list-style-type: none"> <li>1. Differentiate characteristics needed to obtain credit worthiness (e.g., character, capacity, capital, collateral).</li> <li>2. Calculate costs of credit for self or family (e.g., use of future income, debt ratio, finance charges on various credit accounts).</li> <li>3. Investigate lending options for individuals and families (e.g., retail and bankcards, installment loans, home buying and mortgage loans, leasing contracts [auto and housing], consolidation loans).</li> <li>4. Critique how credit reports, reporting agencies, and credit scores impact decisions (e.g., employment, interest rates on credit).</li> <li>5. Monitor personal and financial information to reduce risk of identity theft through:               <ol style="list-style-type: none"> <li>a. Financial statement inconsistencies;</li> <li>b. Password strategies for protecting, handling, storing, and disposing of personal information;</li> <li>c. Identity protection strategies.</li> </ol> </li> <li>6. Select strategies to build good credit scores.</li> </ol>	<p><b>Student Edition:</b>            412-414, 465-469  <i>Finding Creative Solutions</i> 468  <i>Managing Your Life</i> 419  <i>More to Explore</i> 412  <i>Thinking Critically</i> 470 #2  <i>Tips for Success</i> 466</p> <p><b>Teacher Annotated Edition:</b>            CA 465; CT 468; E 469; EC 467; MA 467; ME 412;            P 414; PP 412; RC 414; TS 466</p>
<b>Advanced Benchmark E: Operationalize skills to manage conflict and/or stress related to financial issues.</b>	
<ol style="list-style-type: none"> <li>1. Develop positive communication skills for discussing financial matters (e.g., personal barriers to effective communication, active listening, constructive expression of emotions).</li> <li>2. Utilize decision making to solve financial resource use issues and problems.</li> <li>3. Resolve consumer concerns through verbal or written communication.</li> <li>4. Identify factors that contribute to stress (e.g., lack of money, unexpected expenses, conflicts in values and goals).</li> <li>5. Implement stress-reduction strategies (e.g., meditation, exercise, relaxation techniques).</li> </ol>	<p><b>Student Edition:</b>            42-43, 100-101, 225-226, 233-235, 410-411  <i>Character in Action</i> 410</p> <p><b>Teacher Annotated Edition:</b>            C 41, 101; CB 226; CF 411; CT 100; LAA 235, 410;            LS 225; TL 411</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark F: Determine impact of public policies on financial planning for self and family.</b>	
<ol style="list-style-type: none"> <li>1. Evaluate role of taxes (e.g., federal, state, local, social security, Medicare) in personal financial decisions.</li> <li>2. Differentiate among additional deductions on wage earnings (e.g., retirement investments, professional dues, child support garnishments).</li> <li>3. Investigate taxation methods used on assets (e.g., property taxes, capital gains, earnings on investments).</li> <li>4. Identify community assets provided by public funds (e.g., public and private schools and postsecondary options, health clinics, student services, community groups and agencies).</li> </ol>	<p><b>Student Edition:</b> 446-449 <i>Figure 31-2</i> 446</p> <p><b>Teacher Annotated Edition:</b> EC 447; LS 87; RC 446; SSA 447</p>
<b>Advanced Benchmark G: Formulate techniques to prevent loss of assets.</b>	
<ol style="list-style-type: none"> <li>1. Compare strategies to insure against financial loss namely: <ol style="list-style-type: none"> <li>a. Employer-provided insurance coverage for health, dental, eye, prescription, and term life insurance;</li> <li>b. Supplemental insurance for health, life, auto, and home or property;</li> <li>c. Costs versus benefits;</li> <li>d. Comparisons of price and policy coverage.</li> </ol> </li> <li>2. Avoid predatory practices used by companies or producers to defraud consumers.</li> </ol>	<p><b>Student Edition:</b> 415-416, 454-456, 722-723 <i>Applying Your Knowledge</i> 419 #3, 461 #3</p> <p><b>Teacher Annotated Edition:</b> AF 415; CT 414; EC 415, 456; LS 455; RC 416, 454, 722</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark H: Utilize decision making and accounting processes to protect financial health.</b>	
<ol style="list-style-type: none"> <li>1. Evaluate how financial decisions derive from knowledge, self-control, and loss aversion.</li> <li>2. Assess basic financial statements that meet financial health goals for individuals, families, and businesses.</li> <li>3. Develop family budget that meets individual and family goals.</li> <li>4. Predict inflation impact on personal and financial planning.</li> <li>5. Appreciate individual differences related to values and goals.</li> <li>6. Develop decision-making skills needed to achieve financial goals including;               <ol style="list-style-type: none"> <li>a. Interpret rational and irrational decision-making behaviors;</li> <li>b. Differentiate individual perspectives on decisions ;</li> <li>c. Evaluate consequences of decision actions.</li> </ol> </li> <li>7. Determine decision-making steps to achieve financial health including:               <ol style="list-style-type: none"> <li>a. Assess problem and the context of the problem;</li> <li>b. Select alternatives and related consequences;</li> <li>c. Choose best alternative based on workable, valued ends;</li> <li>d. Create a plan to carry out decision;</li> <li>e. Evaluate the intended and unintended outcomes.</li> </ol> </li> <li>8. Select reliable resources to assist in making financial decisions.</li> </ol>	<p><b>Student Edition:</b>            117-121, 535  <i>Figure 7-8</i> 121  <i>Making Connections</i> 123 #1  <i>Managing Your Life</i> 123</p> <p><b>Teacher Annotated Edition:</b>            C 121, 536; CF 120; MMYA 118; MS 120; PF 121;            RC 120; SSA 535</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark I: Build relationship and conflict resolution skills to manage family and financial demands.</b>	
<ol style="list-style-type: none"> <li>1. Develop strategies and skills for effective listening and responses when:               <ol style="list-style-type: none"> <li>a. Discussing financial demands on families to manage stress;</li> <li>b. Recognizing personal barriers to effective communication;</li> <li>c. Listening actively;</li> <li>d. Expressing emotions constructively.</li> </ol> </li> <li>2. Resolve family and corporate financial conflicts constructively.</li> <li>3. Examine personal reactions to financial conflict situations.</li> <li>4. Use strategies to resolve financial conflict.</li> <li>5. Establish limits on negotiable and non-negotiable issues in family financial conflicts.</li> </ol>	<p>Use these pages with classroom discussion geared toward financial issues:</p> <p><b>Student Edition:</b>            226, 228, 230-231, 249  <i>Applying Your Knowledge</i> 237  <i>Finding Creative Solutions</i> 232</p>
<b>Advanced Benchmark J: Advocate public policy that impacts financial well-being.</b>	
<ol style="list-style-type: none"> <li>1. Choose active participation in political process to support family and business financial wellbeing.</li> <li>2. Analyze current public policy issues and impacts on family and business financial well-being.</li> <li>3. Evaluate the role of federal, state, and local taxes in personal financial decisions.</li> </ol>	<p>This objective can be discussed in the classroom with information about taxes using the following references.</p> <p><b>Student Edition:</b>            447-449  <i>Career Options</i> 206-207</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 4: Design a Career Blueprint</b>            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><b>Advanced Benchmark: Design a Career Blueprint</b></p>	
<p><b>Advanced Benchmark A: Assess career plan based on self knowledge and interests.</b></p>	
<ol style="list-style-type: none"> <li>1. Revise career options profile (e.g., interests, attitudes, goals, skills, expectations about work).</li> <li>2. Evaluate career information resources.</li> <li>3. Judge factors affecting career choices.</li> <li>4. Compare and contrast education and training opportunities (e.g., military, college, apprenticeship, career and technical education, entrepreneurship).</li> <li>5. Revise individual career plan.</li> </ol>	<p><b>Student Edition:</b>            160-164  <i>Finding Creative Solutions</i> 165</p> <p><b>Teacher Annotated Edition:</b>            E 165; IC 161; RC 161, 164</p>
<p><b>Advanced Benchmark B: Manage job search skills.</b></p>	
<ol style="list-style-type: none"> <li>1. Write resumes meeting employer expectations.</li> <li>2. Develop effective interview skills including:               <ol style="list-style-type: none"> <li>a. Maintaining eye contact;</li> <li>b. Articulating knowledge of company;</li> <li>c. Conducting introductions and portfolio presentations;</li> <li>d. Representing own skills.</li> </ol> </li> <li>3. Plan postsecondary educational goals including implementation strategy.</li> <li>4. Investigate career trend data.</li> </ol>	<p><b>Student Edition:</b>            163, 176-178  <i>Applying Your Knowledge</i> 181 #1, #3</p> <p><b>Teacher Annotated Edition:</b>            C 179; CT 171; IQ 178; IT 163; SW 177</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark C: Examine career and workplace issues.</b>	
<ol style="list-style-type: none"> <li>1. Evaluate social, economic, and global trends impacting the employment opportunities.               <ol style="list-style-type: none"> <li>a. Outsourcing;</li> <li>b. Minimum wage;</li> <li>c. Multicultural expectations and understandings;</li> <li>d. Changes in pensions and social security;</li> <li>e. Examine ethical workplace standards (e.g., sexual harassment, theft, financial accounting, falsifying records, technology abuse, personal and professional conduct).</li> </ol> </li> <li>2. Evaluate implications of life and work changes (e.g., multiple careers in a lifetime, work-from home technologies, emerging careers).</li> <li>3. Assess work and family relationships related to healthcare benefits, family daycare, family leave, job sharing, and relocation.</li> </ol>	<p><b>Student Edition:</b>            147-148, 163, 201-203, 336  <i>More to Explore</i> 148  <i>Viewpoints</i> 202</p> <p><b>Teacher Annotated Edition:</b>            CT 200; EC 162, 203; GE 147; ME 148; RC 148;            SSA 163; V 202; WA 205; WH 336</p>
<b>Advanced Benchmark D: Develop interpersonal skills essential in the workplace.</b>	
<ol style="list-style-type: none"> <li>1. Assess diverse workplace experiences resulting from gender, age, socioeconomic status, ethnicity, religion.</li> <li>2. Evaluate how differences impact productivity and workplace interactions.</li> <li>3. Develop team interpersonal and problem-solving skills to enhance productivity.</li> <li>4. Develop essential workplace skills for effective communication namely:               <ol style="list-style-type: none"> <li>a. Create presentations to develop concepts;</li> <li>b. Develop writing skills to synthesize and convey concepts to a group;</li> <li>c. Hone ability to find answers;</li> <li>d. Direct work projects.</li> </ol> </li> <li>5. Develop essential workplace skills for conflict resolution namely:               <ol style="list-style-type: none"> <li>a. Listening and responding skills (e.g., supporting, probing, understanding);</li> <li>b. Ethics of relationships (e.g., perspective taking, civility, manners, etiquette);</li> <li>c. Sensitivity to cultural differences;</li> <li>d. Interpersonal skills (e.g., take perspectives, determine reasons for positions; find mutual gain, manage anger and stress).</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            249, 266-267, 333, 335, 339-340  <i>Applying Your Knowledge</i> 343 #1  <i>Figure 16-7</i> 247  <i>Finding Creative Solutions</i> 314  <i>Making Connections</i> 343 #1  <i>Managing Your Life</i> 251  <i>Tips for Success</i> 267</p> <p><b>Teacher Annotated Edition:</b>            CL 332; CS 337; CT 335; E 341; EW 340; OC 239, 333; TS 267; WA 251</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark E: Develop skills that employers demand.</b>	
<ol style="list-style-type: none"> <li>1. Use technology to perform work functions, keep records, and prepare presentations and documents.</li> <li>2. Demonstrate critical skills for problem-solving and creative solutions.</li> <li>3. Develop team-building skills.</li> <li>4. Develop and practice leadership skills through Family, Career and Community Leaders of America (FCCLA).</li> <li>5. Develop personal attributes that lead to effective, reliable employees (e.g., meeting deadlines, punctuality, self-initiative, accountability).</li> </ol>	<p><b>Student Edition:</b>  245-247  FCCLA 740  <i>Figure 16-3</i> 241  <i>Finding Creative Solutions</i> 115, 246  <i>Managing Your Life</i> 49, 95, 519  <i>More to Explore</i> 68</p> <p><b>Teacher Annotated Edition:</b>  C 115, 131, 247; CF 241; ME 68; MS 163; OC 63; WA 95</p>
<b>Advanced Benchmark F: Develop workplace communication skills to promote self.</b>	
<ol style="list-style-type: none"> <li>1. Propose skills to develop and monitor positive work image.</li> <li>2. Illustrate work achievements.</li> <li>3. Predict ways to continue to learn, network, and contribute in the workplace.</li> <li>4. Describe self-confidence, loyalty, and self-assuredness, as they contribute to a positive work climate.</li> </ol>	<p><b>Student Edition:</b>  186-189  <i>Managing Your Life</i> 343  <i>Thinking Critically</i> 192 #2  <i>Tips for Success</i> 189</p> <p><b>Teacher Annotated Edition:</b>  RC 186; RWE 186; TS 189; WA 193</p>
<p><b>Standard 5: Become Consumer Savvy</b>  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>	
<b>No Advanced Benchmarks</b>	

STANDARDS	PAGE REFERENCES
<p><b>Standard 6: Ensure Food Safety</b>  <b>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.</b></p>	
<p align="center"><b>Advanced Benchmark: Ensure Food Safety</b></p>	
<p><b>Advanced Benchmark A: Apply proper food handling techniques to develop plans for self and others in public and private settings.</b></p>	
<ol style="list-style-type: none"> <li>1. Identify basic equipment and supplies necessary to assure safe food handling (e.g., thermometer, plastic or glass cutting boards, easily sanitized cloths, sponges, brushes, oven mitts, products that sanitize).</li> <li>2. Assess high-risk food safety situations related to immune-compromised individuals (e.g., AIDS patients, infants, pregnant women, diabetics).</li> <li>3. Correlate personal hygiene behaviors to prevent food-borne pathogens by: <ol style="list-style-type: none"> <li>a. Washing hands;</li> <li>b. Covering cough or sneeze and washing hands;</li> <li>c. Tying back hair and avoiding touch;</li> <li>d. Wearing clean clothes with no loose sleeves;</li> <li>e. Using gloves in hands have open sores or cuts;</li> <li>f. Avoiding tastes with utensils used;</li> <li>g. Avoiding finger licking.</li> </ol> </li> <li>4. Explain food-borne pathogens.</li> <li>5. Examine conditions that put people at risk to encounter food-borne pathogens.</li> <li>6. Illustrate how microorganisms cause food spoilage.</li> <li>7. Evaluate conditions in purchasing, storing and preparing foods that can damage food quality and safety.</li> <li>8. Assess the safety of food preparation methods using proper food handling techniques including: <ol style="list-style-type: none"> <li>a. Cook foods to recommended temperatures;</li> <li>b. Wash fresh produce;</li> <li>c. Refrigerate food promptly;</li> <li>d. Keep hot foods hot;</li> <li>e. Use a thermometer when cooking;</li> <li>f. Avoid eating raw food (e.g., raw cookie dough; raw eggs; partially cooked meat, eggs, fish);</li> <li>g. Thaw frozen foods in refrigerator overnight or in microwave;</li> <li>h. Clean refrigerator (e.g., prevent Listeria);</li> <li>i. Wash fresh produce just before using or eating;</li> <li>j. Store hazardous cleaning products in relation to food.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>  530-531, 544, 551, 553-557  <i>Applying Your Knowledge</i> 559 #1  <i>Figure 38-4</i> 552  <i>Figure 38-7</i> 555  <i>Figure 38-8</i> 557  <i>Making Connections</i> 559 #1  <i>Managing Your Life</i> 559  <i>Quick Write</i> 549  <i>Review and Activities</i> 558-559  <i>Thinking Critically</i> 558 #2  <i>Tips for Success</i> 556</p> <p><b>Teacher Annotated Edition:</b>  C 555; CL 548; CT 552, 554, 555; EC 554; FW 553; LS 552; MS 530, 553; OC 549; QW 549; RC 530, 549, 552, 554, 556; SA 553; SD 551; SSA 553; TM 555; TS 556; WA 559</p>

STANDARDS	PAGE REFERENCES
<p><b>Continued from cell above.</b></p> <ol style="list-style-type: none"> <li>9. Validate kitchen sanitation procedures when handling food, to prevent cross contamination and food-borne pathogens by:               <ol style="list-style-type: none"> <li>a. Using clean utensils and containers;</li> <li>b. Washing tops of cans;</li> <li>c. Washing counters and cutting boards with chlorine bleach solution;</li> <li>d. Keeping pets, rodents, and insects out of the kitchen;</li> <li>e. Cleaning as you go;</li> <li>f. Disposing garbage properly;</li> <li>g. Sanitizing dishcloths and sponges daily.</li> </ol> </li> <li>10. Practice maintaining the nutritional value of food when selecting, storing, and preparing.</li> <li>11. Determine the impact on food and beverage packaging and preservation to:               <ol style="list-style-type: none"> <li>a. Maintain or enhance nutrition;</li> <li>b. Prevent food pathogens using technology (e.g., irradiation; aseptic packaging; modified atmosphere; knowledge of genetic engineering, yeast and molds, enzymes and bacteria).</li> </ol> </li> <li>12. Examine the effects that food-borne pathogens have on the body.</li> </ol>	
<p><b>Advanced Benchmark B: Develop critical thinking and reasoning to select available resources that ensure adequate, secure food supplies.</b></p>	
<ol style="list-style-type: none"> <li>1. Evaluate how individuals and government agencies regulate food safety including:           <ol style="list-style-type: none"> <li>a. Food traceability, food supply security, and imported and exported food safety;</li> <li>b. Federal, community, and household methods to protect and cope with bio-terrorism;</li> <li>c. Government regulatory role for efficacy (e.g., of foods, vitamins, herbs, other nutritional supplements);</li> <li>d. Government regulatory role for food product safety related to quality and wholesomeness; food inspections; and food cultivation, processing, packaging and labeling.</li> </ol> </li> <li>2. Create multi-perspective action plan addressing issues and strong arguments related to:           <ol style="list-style-type: none"> <li>a. Safe and sustainable food public policy issues</li> <li>b. Safe imported foods;</li> <li>c. Genetically modified food, herbs, and supplements</li> <li>d. School food programs;</li> <li>e. Local wellness policies;</li> <li>f. Systems for providing foods to hungry citizens.</li> </ol> </li> <li>3. Evaluate reliable food safety information resources to inform decisions related to providing safe, secure food supplies including:           <ol style="list-style-type: none"> <li>a. Credentialed authors;</li> <li>b. Up-to-date, unbiased information without conflict of interest;</li> <li>c. Validated information from more than one source;</li> <li>d. Information based on reliable research procedures.</li> </ol> </li> </ol>	<p><b>Student Edition:</b> 540 <i>Figure 37-5 541</i></p> <p><b>Teacher Annotated Edition:</b> C 541, 555; CIO 137; E 557; EC 540; IR TM14-TM19; SS 589; ST 137</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark C: Evaluate consumer and industry food-related practices that sustain the environment.</b>	
<ol style="list-style-type: none"> <li>1. Create plans to handle food and food packaging waste in public and private settings related to renewable and non-renewable resources.</li> <li>2. Analyze data from consumers and industries to learn how food-related practices (e.g., production, processing and consumption) contribute to sustaining the environment.</li> <li>3. Examine data about environment-sustaining plans to determine trends, and use the trends to predict the impact of the plans on the economy, environment, business and industry, politics, community, individuals, and families.</li> <li>4. Explain renewable and non-renewable resources in context of purchasing, storing, and preparing foods in homes and food industries.</li> <li>5. Seek methods that sustain the environment in homes and food industries.</li> <li>6. Gather and analyze statistical data on waste disposal practices such as: <ol style="list-style-type: none"> <li>a. Separate trash recyclables and garbage;</li> <li>b. Compost food wastes;</li> <li>c. Choose recyclables when possible;</li> <li>d. Buy in bulk;</li> <li>e. Avoid double wrapping;</li> <li>f. Keep range top burners and reflectors clean;</li> <li>g. Run dishwasher only when full;</li> <li>h. Avoid preheating oven except for baking;</li> <li>i. Cool leftovers before refrigerating;</li> <li>j. Cover pan when boiling water;</li> <li>k. Match pan size to heating element;</li> <li>l. Eliminate disposable products like Styrofoam™ and plastic;</li> <li>m. Use timer rather than open the oven door;</li> <li>n. Sort waste to recover dishes, silverware;</li> <li>o. Recycling (e.g., for paper, cardboard, rinsed glass and plastic).</li> </ol> </li> </ol>	<p><b>Student Edition:</b>  539, 730-732, 733-735  <i>Applying Your Knowledge</i> 737 #2  <i>Figure 50-6</i> 733  <i>Managing Your Life</i> 737  <i>More to Explore</i> 731  <i>Reviewing Key Terms and Ideas</i> 736 #11, #13  <i>Viewpoints</i> 536</p> <p><b>Teacher Annotated Edition:</b>  C 734; EA 727; SA 728, 733; STS 539; TL 731;  WA 737; WS 539</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 7: Manage a Life Plan</b>            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 align="center"><b>Advanced Benchmark: Manage a Life Plan</b></p>	
<p align="center"><b>Advanced Benchmark A: Assess values and resources that support lifestyle goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Compare how short- and long-term goals meet interpersonal, recreational, academic, financial, health, and community needs.</li> <li>2. Demonstrate importance of values in goal-setting process.</li> <li>3. Prioritize resources in reaching lifestyle goals including:               <ol style="list-style-type: none"> <li>a. Skills (e.g., interpersonal, technological, energy, talents);</li> <li>b. Education (e.g., teachers, books, school, information services);</li> <li>c. Community (e.g., support services, family, professionals);</li> <li>d. Financial (e.g., banking, investing for future).</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            55-59, 81-88  <i>Applying Your Knowledge</i> 95 #1  <i>Figure 5-3</i> 84  <i>Tips for Success</i> 89  <i>Thinking Critically</i> 94 #1</p> <p><b>Teacher Annotated Edition:</b>            C 83; CL 80; CS 57; CT 85; IG 83; LAA 59; LS 58, 86; MS 82; RC 84, 88; TS 89</p>
<p align="center"><b>Advanced Benchmark B: Evaluate effectiveness of time management plans related to educational, work and family goals.</b></p>	
<ol style="list-style-type: none"> <li>1. Identify time management strategies that meet personal, educational, work, and family goals.</li> <li>2. Evaluate time management techniques to balance personal, work, family, and educational goals.</li> <li>3. Reflect on techniques used by self and others to meet goals.</li> <li>4. Evaluate time management plans to meet personal, work, family, and educational goals.</li> </ol>	<p><b>Student Edition:</b>            81, 88-93, 112-116  <i>Character in Action</i> 91, 116  <i>Figure 7-2</i> 112  <i>Finding Creative Solutions</i> 115  <i>Making Connections</i> 95 #2  <i>Thinking Critically</i> 94 #2</p> <p><b>Teacher Annotated Edition:</b>            C 115; CA 91, 116; CT 113; EC 116; FCS 115; LS 86; MS 84, 89, 91, 93, 112; OC 81, 111; PMT 92; RC 81, 90, 92, 111, 114; WPP 115</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark C: Recommend plans for reducing and managing stress.</b>	
<ol style="list-style-type: none"> <li>1. Choose appropriate stress management techniques.</li> <li>2. Evaluate plans for reducing stress including;               <ol style="list-style-type: none"> <li>a. Strategies to manage stress;</li> <li>b. Strategies for coping with change;</li> <li>c. Techniques to reduce stress;</li> </ol> </li> <li>3. Recommend private, government and community support services available for coping with stress.</li> </ol>	<p><b>Student Edition:</b> 41-43, 200 <i>Applying Your Knowledge</i> 49 #2 <i>Managing Your Life</i> 49 <i>Viewpoints</i> 43</p> <p><b>Teacher Annotated Edition:</b> C 41; CSTW 43; E 47; LAA 47; ME 41; RC 42; V 43</p>
<b>Advanced Benchmark D: Assess practices that sustain environment.</b>	
<ol style="list-style-type: none"> <li>1. Analyze data on how human actions are detrimental to the environment.</li> <li>2. Evaluate present data and predict future methods of sustaining the environment.</li> <li>3. Gather and analyze data to justify reducing, reusing, and recycling.</li> <li>4. Develop environment-sustaining practices for school, home, workplace, neighborhood, and larger community.</li> <li>5. Maintain environment-sustaining practices.</li> <li>6. Promote future environment-sustaining practices.</li> </ol>	<p><b>Student Edition:</b> 727-735 <i>Figure 50-7</i> 734 <i>More to Explore</i> 731 <i>Review and Activities</i> 736-737</p> <p><b>Teacher Annotated Edition:</b> C 733; CL 726; E 735; EA 727; EC 732; LS 733; ME 731; MS 730; RC 727, 728, 730, 734; SA 728, 730; WP 729</p>
<b>Advanced Benchmark E: Choose decision-making skills to solve individual, family, group, school and workplace problems.</b>	
<ol style="list-style-type: none"> <li>1. Apply decision-making process steps namely:               <ol style="list-style-type: none"> <li>a. Define problem and its context;</li> <li>b. Name alternatives and consequences;</li> <li>c. Explore best alternative based on workable, valued ends;</li> <li>d. Outline plan to carry out decision;</li> <li>e. Examine intended and unintended outcomes.</li> </ol> </li> <li>2. Evaluate critical thinking skills in decision-making process.</li> <li>3. Critique ethical principles to guide decision making.</li> <li>4. Evaluate the decision-making process for personal, educational, workplace and family problems that emerge and re-emerge over time.</li> </ol>	<p><b>Student Edition:</b> 98-101, 103-107 <i>Figure 6-8</i> 106 <i>Managing Your Life</i> 109 <i>More to Explore</i> 103 <i>Review and Activities</i> 108-109 <i>Thinking Critically</i> 108 #3 <i>Viewpoints</i> 98</p> <p><b>Teacher Annotated Edition:</b> C 98; Co 105; CT 100, 101; E 103, 107; EC 99, 101, 103, 107; ME 103; MS 102, 105; PEP 105; RC 98, 100, 106; SI 105; SSA 103; V 98</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark F: Recommend skills for resisting peer pressure and resolving conflict in interpersonal, educational and workplace relationships.</b>	
<ol style="list-style-type: none"> <li>1. Assess peer pressure experienced at various developmental stages in school, workplace, personal relationships, and community.</li> <li>2. Recommend support systems that help resist negative peer pressures and conflict.</li> <li>3. Critique skills for resisting negative peer pressures (e.g., self-worth, self-efficacy, selfactualization, ethical thinking, and advocacy of self and others).</li> <li>4. Justify conflict resolution skills including:               <ol style="list-style-type: none"> <li>a. Negotiable and non-negotiable conflicts;</li> <li>b. Methods to express anger in interpersonal conflicts.</li> <li>c. Responses to conflict.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            254-259, 267  <i>Applying Your Knowledge</i> 273 #1  <i>Figure 17-5</i> 259  <i>More to Explore</i> 269  <i>Tips for Success</i> 258, 267</p> <p><b>Teacher Annotated Edition:</b>            C 257; CF 259; CS 255; CT 267; EC 258; LS 269;            ME 269; MS 267; RC 258, 268; TS 258</p>
<b>Advanced Benchmark G: Justify the value of multicultural awareness in interpersonal, educational and workplace relationships.</b>	
<ol style="list-style-type: none"> <li>1. Critique effects of stereotypes, prejudice, discrimination, hate, racism, and sexism.</li> <li>2. Recommend strategies for correcting miscommunications arising from cultural differences.</li> <li>3. Design processes to inform others how cultural differences impact school and workplace relationships.</li> <li>4. Champion diversity in educational, community, and workplace settings.</li> <li>5. Contrast components of differing cultural backgrounds and experiences.</li> <li>6. Assess diverse cultural components (e.g., family systems, religious beliefs, gender expectations, food, clothing, housing, customs, traditions, holidays).</li> </ol>	<p><b>Student Edition:</b>  <i>Character in Action</i> 214  <i>More to Explore</i> 103</p> <p><b>Teacher Annotated Edition:</b>            CA 214; CB 226; CC 228; ME 103; MS 102;            SSA 217</p>
<b>Advanced Benchmark H: Evaluate friend, family and community systems that support and sustain a productive, meaningful lifestyle.</b>	
<ol style="list-style-type: none"> <li>1. Assess effective techniques for building positive, supportive personal and group relationships.</li> <li>2. Identify qualities of healthy long-term mate relationships to build strong families.</li> </ol>	<p><b>Student Edition:</b>            215-219, 326, 334-335  <i>Figure 14-4</i> 215  <i>Quick Write</i> 319</p> <p><b>Teacher Annotated Edition:</b>            C 216; CF 215; CT 216; LAA 329; MDN 218;            OSF 321; QW 319; RC 334</p>

STANDARDS	PAGE REFERENCES
<p><b>Standard 8: Manage Personal Transitions</b></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> <hr/> <p>No Advanced Benchmarks</p>	

STANDARDS	PAGE REFERENCES
<p><b>Standard 9: Nurture and Care for Children</b>  <b>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.</b></p>	
<p align="center"><b>Advanced Benchmark: Nurture and Care for Children</b></p>	
<p><b>Advanced Benchmark A: Associate attributes and skills needed to assume the parenting role with healthy adult characteristics.</b></p>	
<ol style="list-style-type: none"> <li>1. Assess adult readiness for assuming parenting roles according to: <ol style="list-style-type: none"> <li>a. Self and family goal-setting;</li> <li>b. Marital relationships;</li> <li>c. Ability to manage finances;</li> <li>d. Career development;</li> <li>e. Age and maturity;</li> <li>f. Health;</li> <li>g. Lifelong commitment.</li> </ol> </li> <li>2. Analyze parenting strategies that result in healthy, productive children namely: <ol style="list-style-type: none"> <li>a. Examine children’s physical, intellectual, emotional, moral, and social needs;</li> <li>b. Ability to manage schedules;</li> <li>c. Ability to manage personal and financial resources;</li> <li>d. Problem-solving skills.</li> </ol> </li> <li>3. Differentiate how diverse parenting styles (e.g., authoritarian, democratic, permissive) impact child growth and development.</li> <li>4. Examine interpersonal communication skills among children and adults including: <ol style="list-style-type: none"> <li>a. Roadblocks of communication;</li> <li>b. Active listening;</li> <li>c. Conflict resolution;</li> <li>d. Recognition of feelings;</li> <li>e. Expression of feelings;</li> <li>f. Non-verbal messages and cues;</li> <li>g. Providing feedback.</li> </ol> </li> <li>5. Evaluate how resources, skills, roles, and responsibilities change for self as children are added.</li> <li>6. Evaluate how resources, skills, roles, and responsibilities change for families as children are added.</li> <li>7. Evaluate how resources, skills, roles, and responsibilities change for communities and the workplace as children are added.</li> </ol>	<p><b>Student Edition:</b>  227-231, 264-265, 296-297, 391-397  <i>Character in Action</i> 381  <i>Figure 27-3</i> 393  <i>Managing Your Life</i> 399  <i>Review and Activities</i> 398-399  <i>Viewpoints</i> 395</p> <p><b>Teacher Annotated Edition:</b>  C 227, 265, 392, 395; CA 381; CB 226; CD 393;  CT 296, 297; F 265; LRC 265; LS 382; MA 394;  MS 392; MV 380; OC 379; PQ 395; R 397; RC 391,  392, 394; WA 389, 399</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark B: Evaluate skills for building healthy families where children thrive.</b>	
<ol style="list-style-type: none"> <li>1. Describe functions and characteristics of strong families.</li> <li>2. Develop steps for making family decisions that best support family and others namely:               <ol style="list-style-type: none"> <li>a. Define problem and its context;</li> <li>b. Name alternatives and consequences;</li> <li>c. Choose best alternative based on workable, valued ends;</li> <li>d. Identify plan to carry out decision;</li> <li>e. Discuss intended and unintended outcomes.</li> </ol> </li> <li>3. Examine how individual and family issues impact nurturing of infants, children, and adolescents including:               <ol style="list-style-type: none"> <li>a. Compile effective responses for family crises (e.g., divorce, remarriage, illness, balancing family and workplace demands, death, employment changes, relocation);</li> <li>b. Propose response skills for family crises (e.g., job loss, alcoholism/drug abuse, domestic violence, child abuse and neglect, controversy in schools, special needs children).</li> </ol> </li> <li>4. Illustrate roles and responsibilities of nurturing families related to family life cycle stages and family composition.</li> <li>5. Illustrate environmental qualities that support healthy growth of adults and children.</li> <li>6. Explain how nurturing environments can differ among cultures and family structures.</li> <li>7. Describe how healthy families demonstrate love, sexuality, friendships, and support systems.</li> <li>8. Describe how families can benefit by influencing policy set by government, workplace, and community agencies.</li> <li>9. Describe how communities can benefit by influencing policy set by government, workplace, and community agencies.</li> <li>10. Demonstrate core principles of effective leadership (e.g., communication, teamwork, creative problem solving, interpersonal skills, relationship management for controversy and conflict, professional approaches to issues and concerns).</li> <li>11. Initiate critical thinking skills to resolve family and workplace controversies.</li> <li>12. Develop strategies for soft leadership skills (e.g., trust, empathy, communication with others).</li> <li>13. Infer negative outcomes of ineffective leadership qualities including:               <ol style="list-style-type: none"> <li>a. Hesitancy to take necessary risks;</li> <li>b. Personal arrogance;</li> <li>c. Insensitivity;</li> <li>d. Unwillingness to tackle people issues;</li> <li>e. Control-focused leadership style.</li> </ol> </li> </ol>	<p><b>Student Edition:</b>            201-203, 245-249, 279-289, 294, 303, 321  <i>Applying Your Knowledge</i> 291, 305 #3  <i>Character in Action</i> 249, 294  <i>Finding Creative Solutions</i> 297  <i>More to Explore</i> 269  <i>Thinking Critically</i> 304 #2</p> <p><b>Teacher Annotated Edition:</b>            C 247, 286, 294, 298; CA 249; CC 393; CT 200, 202, 282, 287, 320; E 289; EC 69, 203; FFP 201; LS 231, 269; ME 269; MS 303; RC 280, 282</p>

STANDARDS	PAGE REFERENCES
<b>Advanced Benchmark C: Identify how parents and families prepare for prenatal, birth, and infant care.</b>	
<ol style="list-style-type: none"> <li>1. Evaluate healthy characteristics of pre-pregnancy mothers and fathers to facilitate a healthy birth.</li> <li>2. Examine conditions needed for parental and baby health throughout pregnancy and birth.</li> <li>3. Differentiate three trimesters of prenatal development related to what parents must be prepared to handle.</li> <li>4. Compare methods of birth and delivery (e.g., Lamaze, Cesarean section, LeBoyer).</li> <li>5. Interpret handling of postnatal issues from various points of view.</li> </ol>	<p><b>Student Edition:</b> 352, 365-366, 396-397, 502-503</p> <p><b>Teacher Annotated Edition:</b> CL 364; LAA 365; RC 352; SA 352</p>
<b>Advanced Benchmark D: Relate theory and research of child growth and development.</b>	
<ol style="list-style-type: none"> <li>1. Identify typical developmental milestones (e.g., physical, intellectual, social, moral, ethical, emotional) by: <ol style="list-style-type: none"> <li>a. Describing developmental expectations of infants, toddlers, preschool age, and adolescents;</li> <li>b. Recognizing indicators of healthy, natural brain growth and development.</li> </ol> </li> <li>2. Evaluate how parents, guardians, and caregivers can support child growth and development by: <ol style="list-style-type: none"> <li>a. Identifying parental and environmental contributions to brain development;</li> <li>b. Describing vulnerability and resilience factors that protect or put children at risk.</li> </ol> </li> <li>3. Differentiate nutrition, wellness, and safety needs of pregnant women, infants, and children by: <ol style="list-style-type: none"> <li>a. Evaluating nutrition recommendations and guidelines;</li> <li>b. Explaining essential medical care, including check-ups;</li> <li>c. Identifying appropriate sleep and physical activity for healthy growth;</li> <li>d. Examining how technology impacts growth and development.</li> </ol> </li> <li>4. Recognize patterns of language development in young children.</li> </ol>	<p><b>Student Edition:</b> 349-358, 361, 365-366, 379-387, 502-503 <i>Managing Your Life</i> 389 <i>More to Explore</i> 353 <i>Quick Write</i> 349 <i>Review and Activities</i> 363</p> <p><b>Teacher Annotated Edition:</b> C 352, 387; CS 355; CT 351, 355; EC 258, 354; EGH 366; LS 382; ME 353; MDN 361; MS 366; MV 380; OC 349, 379; PF 349; PSD 357; QW 349; R 361; RC 350, 354, 356, 358, 380; SSA 367; WA 363</p>

STANDARDS	PAGE REFERENCES
<p><b>Continued from cell above.</b></p> <ol style="list-style-type: none"> <li>5. Characterize atypical child development patterns pre- and postnatal (e.g., autism, hearing or vision impairment, cerebral palsy, bipolar disorder, learning disabilities) by:               <ol style="list-style-type: none"> <li>a. Describing possible interventions to support the child’s development;</li> <li>b. Describing resources and support systems essential to child growth and development.</li> </ol> </li> <li>6. Interpret different child development theorists (e.g., Piaget, Kohlberg, Erickson, Maslow).</li> <li>7. Explain how children learn behaviors (e.g., through imitation, identification, direct teaching).</li> <li>8. Contrast effectiveness of guidance and discipline techniques used by parents, guardians, and caregivers namely:               <ol style="list-style-type: none"> <li>a. Characteristics of guidance, discipline, and punishment techniques;</li> <li>b. Consequences of guidance, discipline, and punishment techniques;</li> <li>c. Difference between logical and natural consequences;</li> <li>d. Guidance techniques used by individuals, families, religions, and cultures;</li> <li>e. Differences in guidance philosophy resulting from background and experience;</li> <li>f. Factors that contribute to misbehavior.</li> </ol> </li> </ol>	
<p><b>Advanced Benchmark E: Compare childcare venues related to child nurturing and care.</b></p>	
<ol style="list-style-type: none"> <li>1. Describe decision-making processes for selecting childcare services, curriculum, and providers.</li> <li>2. Identify reliable resources available for meeting childcare needs.</li> <li>3. Evaluate quality indicators for childcare options.</li> <li>4. Recognize the strengths of various preschool curriculum approaches (e.g., Montessori, Emilio Reggio, multi-age grouping).</li> </ol>	<p><b>Student Edition:</b> 368, 371-372 <i>Applying Your Knowledge</i> 377 #3</p> <p><b>Teacher Annotated Edition:</b> EC 372; RC 372</p>