

GLENCOE

Correlation

Discovering Life Skills

© 2007

Florida
Teen Challenges
Grades 6 - 8

**CORRELATION
FLORIDA DEPARTMENT OF EDUCATION
COURSE DESCRIPTION**

SUBJECT: Family and Consumer Sciences
COURSE NAME: Teen Challenges
SUBMISSION TITLE: Discovering Life Skills © 2007
PUBLISHER: Glencoe/McGraw-Hill
GRADE(S): 6-8

COURSE CODE NUMBER: 8500240

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
1		DEVELOP STRONG, POSITIVE INTERPERSONAL SKILLS		
1.01		Identify positive social skills.	SE: 28-29, 32, 33-36, 44-45, 48-49, 61-62, 76-77, 80, 99, 110-112, 138, 143-144, 146, 192-196, 214-215	I
1.02		State how positive relationships with friends, peers, and family members can lead to successful interpersonal skills.	SE: 43-45, 48, 49, 57, 61, 64, 65, 73, 144, 145, 146, 210	I
1.03		Evaluate ways of dealing with and preventing conflict with friends, peers and family members.	SE: 82-86, 87, 89 TRG: 32	I
1.04		Identify personal talents and abilities that can contribute to self-esteem.	SE: 24-26, 29, 39, 210	I
2		PRACTICE POSITIVE COMMUNICATION SKILLS WITH PEERS AND FAMILY		
2.01		Describe why communication is the basis for all relationships.	SE: 43-44, 45, 48, 54, 62, 69, 76-77, 78-79, 80, 84-85, 89, 138, 141, 142, 154	I
2.02		Describe what individuals reveal about themselves through mood, self-concept and emotions.	SE: 24, 25-26, 27, 31-33, 43, 111, 154, 264, 334, 370-371 TRG: 25	I
2.03		Distinguish between non-assertion, assertion, and aggression in communication.	SE: 69, 77, 80, 82, 85 TRG: 30, 31-32	I
2.04		Demonstrate effective communication skills including constructive argument techniques with peers and family members.	SE: 43-45, 48-49, 62-71, 73, 82-86, 89 TRG: 26, 30	I
3		DEMONSTRATE LEADERSHIP, STUDY AND ORGANIZATIONAL SKILLS		
3.01		Identify professional and youth organizations.	SE: 98, 126, 127, 128, 133	I
3.02		Identify purposes and functions of professional and youth organizations.	SE: 98, 126, 127, 128, 133	I

SE = Student Edition, TRG = Teacher Resource Guide

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
3.03		Identify roles and responsibilities of members of professional and youth organizations.	SE: 98, 126, 127, 128, 133	I
3.04		Work cooperatively as a group member to achieve organizational goals.	SE: 93, 144, 145, 146	I
3.05		Demonstrate confidence in leadership roles and organizational responsibilities.	SE: 93-94, 95, 98, 145	I
3.06		Demonstrate a commitment to achieve organizational goals.	SE: 98, 103, 107, 108, 109, 145	I
3.07		Identify skills that will enhance techniques used for methods of studying.	SE: 113, 211-215, 216-217, 219	I
4		IDENTIFY THE IMPORTANCE OF DIVERSE FAMILIES TO SOCIETY		
4.01		Describe various types of family structures.	SE: 42-43, 48, 51-54, 57	I
4.02		Identify and describe family cultures and traditions.	SE: 23, 24, 43, 44, 46-47, 85	M
4.03		Describe stereotypes and prejudices and their effect on family members.	SE: 43, 83-84	M
4.04		Plan a family activity that will strengthen family ties.	SE: 46-47, 50, 55, 57 TRG: 27-28	I
4.05		Plan an activity representing multi-cultural diversity.	SE: 57, 85	I
5		DEMONSTRATE THE SKILLS INVOLVED IN EFFECTIVE RESOURCE MANAGEMENT		
5.01		Identify the steps of the decision-making process.	SE: 113, 117	I
5.02		Identify resources (time, money, and energy).	SE: 209-213	I
5.03		Distinguish between a need and a want.	SE: 29-30, 153-154	I
5.04		Relate and evaluate advertising to consumer decisions.	SE: 188-189, 190-191, 192-193, 194-197	I
5.05		Create an advertisement for a product or service, using multimedia equipment.	SE: 205	I
5.06		Assess the relationship between resources and attainment of desired lifestyle.	SE: 201-202, 209-210	I
6		IDENTIFY POSITIVE WAYS OF CARING FOR CHILDREN		
6.01		Describe the ages and states of childhood.	SE: 158-159, 160-161, 162, 179-181	I
6.02		Identify ways play is of value to children.	SE: 163, 164-166, 167, 169	I
6.03		Develop a list of responsibilities for a caregiver.	SE: 175, 176, 177, 183	I
6.04		Create an age-appropriate game or toy for a child.	SE: 167, 169	I
6.05		Discuss the importance of early brain development in a child's life.	SE: 156, 159, 160, 164-165, 169	I

SE = Student Edition, TRG = Teacher Resource Guide

OUTCOME NUMBER	BENCHMARK NUMBER	INTENDED OUTCOME/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
7		PLAN AND PREPARE NUTRITIOUS FOODS AND SNACKS		
7.01		Classify foods using the food pyramid.	SE: 358-359, 360-361, 364-365, 367 TRG: 64	I
7.02		Identify food preparation, storage, serving tools, and equipment.	SE: 384, 388-389, 390, 391, 396-399, 400, 403, 404-405, 438-439	I
7.03		Identify foods, lab rules, including safety and sanitation.	SE: 174, 234, 385-387, 393 TRG: 68	M
7.04		Plan and prepare foods using large and small appliances.	SE: 396-399, 400, 415-416, 417-418, 419, 420, 421, 422-423, 424-425, 426, 427	I
7.05		Identify appropriate mealtime communication and etiquette.	SE: 99, 365, 385	M
7.06		Plan and prepare a sit-down meal for your family.	SE: 415-427, 431	I
8		DEVELOP A PLAN FOR CLOTHING CHOICES AND CARE		
8.01		Identify factors that contribute to a neat, attractive appearance.	SE: 264, 271, 273, 276-277, 279-280, 281	I
8.02		Describe color, line, texture and wearability considerations in planning a wardrobe.	SE: 268, 269, 276-277, 279-280, 281	I
8.03		Discuss methods of caring for clothes.	SE: 283-284, 286-287, 288, 289	I
8.04		Plan a wardrobe suitable for school, work, recreational and social activities.	SE: 273, 282-283, 285, 291	M
8.05		Complete a sewing project that emphasizes basic sewing skills.	SE: 321, 331	I

SE = Student Edition, TRG = Teacher Resource Guide