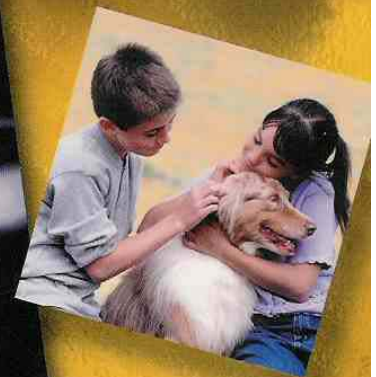
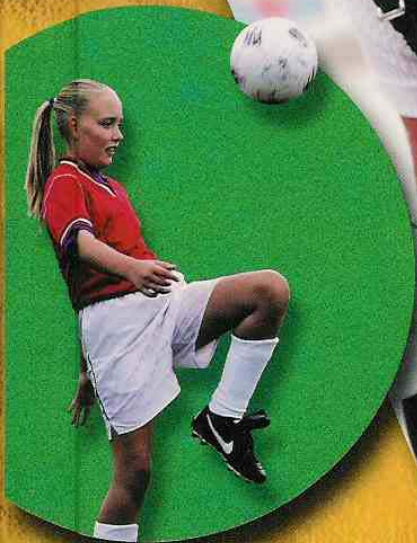


KENTUCKY

Discovering **Life Skills**

**Correlation with
Kentucky
Introductory Life Skills
Course, NSFCS,
SCANS,
and
Responses to Family and
Consumer Services
Evaluation Instrument**



**Adoption Group V
Commonwealth of
Kentucky
2004-2010**

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	Students will: <ul style="list-style-type: none"> examine different family structures. 	SE: 43, 44-45, 59 TRG: 27
2.29	<ul style="list-style-type: none"> identify developmental tasks of pre-adolescence and adolescence. 	SE: 166-167, 170, 177, 482 <i>A Closer Look:</i> 168-169 TRG: 42
5.5	<ul style="list-style-type: none"> assess personal use of time. 	SE: 221, 223-225, 233, 425 <i>How To...</i> 226 TRG: 47-48
2.36	<ul style="list-style-type: none"> predict the employment outlook for a high school dropout. 	SE: 131, 133 TRG: N/A
2.30	<ul style="list-style-type: none"> analyze factors that influence clothing choice. 	SE: 276-277, 280-286, 291, 297-299 TRG: 53-54
2.29	<ul style="list-style-type: none"> design a plan for care and storage of clothing. 	SE: 306-307, 309, 311 <i>How To...</i> 308 TRG: 56
5.2	<ul style="list-style-type: none"> use a sewing machine to construct a textile project. 	SE: 314-315, 327, 345-347 <i>How To...</i> 316, 348 TRG: 57, 60

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.30	<ul style="list-style-type: none"> identify sources of teen income. 	SE: 211, 217, 484 TRG: 45
2.30	<ul style="list-style-type: none"> differentiate between wants and needs. 	SE: 29-30, 161-163 TRG: 41
5.50	<ul style="list-style-type: none"> apply consumer rights and responsibilities to practical situations. 	SE: 208-211, 217 TRG: T 45
1.16	<ul style="list-style-type: none"> predict ways computers will affect daily and work life in the future. 	SE: 145 TRG: N/A
5.4	<ul style="list-style-type: none"> practice steps in setting and achieving goals. 	SE: 110-112, 114 <i>How To...</i> 113 TRG: 35-36
2.29	<ul style="list-style-type: none"> examine influences on food habits. 	SE: 384, 386, 396-397 <i>Explore:</i> 385 <i>How To...</i> 387 TRG: 63-64, 65
2.29	<ul style="list-style-type: none"> plan healthy snacks using foods from the basic food groups. 	SE: 386 <i>Explore:</i> 385 TRG: T 63

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.9	<ul style="list-style-type: none"> calculate calories needed according to weight. 	SE: 397, 399, 403 <i>A Closer Look:</i> 428-429 TRG: 66
5.3	<ul style="list-style-type: none"> explain the importance of eating breakfast. 	TRG: 69
1.12	<ul style="list-style-type: none"> describe the correct and safe use of kitchen appliances. 	SE: 413, 416 TRG: 68
2.29	<ul style="list-style-type: none"> use rules of sanitation and cleanliness in the kitchen. 	SE: 406-407, 419 <i>Internet Activities:</i> 409 <i>Ways to Prevent Food Contamination:</i> 408 TRG: 67
2.29	<ul style="list-style-type: none"> use correct methods/techniques in preparing food. 	SE: 432-435, 437, 440-442, 445, 448-449, 450-454, 456-457, 461, 467, 470, 472-474, 477 <i>A Closer Look:</i> 458-459 <i>Cooking Pasta:</i> 450 <i>Explore:</i> 443, 471 <i>How To...</i> 447, 475 <i>Internet Activities:</i> 446 <i>Methods of Cooking Meats:</i> 455 TRG: 71-72, 73-74

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> identify different types of housing. 	SE: 235 TRG: N/A
2.23	<ul style="list-style-type: none"> justify reasons for furniture/accessory placement in a room arrangement. 	SE: 237, 239, 242-246, 253 TRG: 49
2.29	<ul style="list-style-type: none"> assess personal grooming habits. 	SE: 33-38 <i>How To...</i> 39 TRG: 26
2.29, 4.3	<ul style="list-style-type: none"> examine qualities needed to maintain friendship. 	SE: 63, 65, 66-67 TRG: 29
2.29	<ul style="list-style-type: none"> practice appropriate social skills in a given situation. 	SE: 69-71, 74, 101, 103 <i>A Closer Look</i> 72-73 <i>How To...</i> 75 TRG: 31
2.36	<ul style="list-style-type: none"> identify careers in Family and Consumer Sciences. 	SE: 115, 126-129, 130-131, 135, 136 <i>Career Choices:</i> 40, 58. 76, 92, 106, 120, 138, 156, 192, 216, 232, 252, 270, 290, 310, 326, 350, 362, 388, 402, 418, 436, 460, 476 TRG: 37-38

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.36, 2.37	<ul style="list-style-type: none"> utilize activities of the Family, Career and Community Leaders of America student organization as an integral component of course content and leadership development. 	SE: 131, 482 TRG: 15
2.8, 2.1, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 47, 48, 56, 65, 79, 80-83, 84, 87, 88-89, 103, 143, 150, 163, 186, 480, <i>Making Connections:</i> 23, 213, 259, 304, 315, 433, 466 TRG: 17
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 142-145 TRG: 39-40

National Standards for Family and Consumer Sciences Education

1. CAREER, COMMUNITY, AND FAMILY CONNECTIONS

STANDARDS	PAGE REFERENCES
<p>1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.</p> <p>1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.</p>	<p>SE: 49, 51, 54-56, 151-154 <i>Explore:</i> 50</p> <p>TRG: 27-28, 39-40</p>
<p>1.2 Demonstrate transferable and employability skills in community and workplace settings.</p>	<p>SE: 142-145</p> <p>TRG: 39-40</p>
<p>1.3 Analyze the reciprocal impact of individual and family participation in community activities.</p>	<p>SE: 24, 96, 98-101, 107 <i>A Closer Look:</i> 104-105 <i>Explore:</i> 97</p> <p>TRG: 33-34</p>

National Standards for Family and Consumer Sciences Education

6. FAMILY

STANDARDS	PAGE REFERENCES
6.0 Evaluate the significance of family and its impact on the well-being of individuals and society. 6.1 Analyze the impact of family as a system on individuals and society.	SE: 44-45 TRG: 27-28
6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.	SE: 29-30, 44-49, 54-56 TRG: 27-28

National Standards for Family and Consumer Sciences Education

13. INTERPERSONAL RELATIONSHIPS

STANDARDS	PAGE REFERENCES
<p>13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.</p> <p>13.1 Analyze functions and expectation of various types of relationships.</p>	<p>SE: 45-49, 62-63, 152</p> <p>TRG: 27-28, 29-30, 39-40</p>
<p>13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.</p>	<p>SE: 24-25, 54-56, 86-90</p> <p>TRG: 25, 28, 32</p>
<p>13.3 Demonstrate communication skills that contribute to positive relationships.</p>	<p>SE: 78-93</p> <p>TRG: 29-30</p>
<p>13.4 Evaluate effective conflict prevention and management techniques.</p>	<p>SE: 86-90 <i>How To...</i> 91</p> <p>TRG: 29-30</p>
<p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>SE: 45-49, 62-63, 98-99, 100-101, 152</p> <p>TRG: 27-28, 29-30, 33-34, 39-40</p>
<p>13.6 Demonstrate standards that guide behavior in interpersonal relationships.</p>	<p>SE: 80-81, 84</p> <p>TRG: 29-30</p>

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 142</p> <p>TRG: 39</p>
<ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 143</p> <p>TRG: 31, 39</p>
<ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: 143</p> <p><i>Making Connections:</i> 213, 304, 315, 433</p> <p>TRG: 39</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 65, 81, 144</p> <p>TRG: 39</p>
<ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally 	<p>SE: 80, 144</p> <p>TRG: 31, 39</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas 	<p>SE: N/A</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative 	<p>SE: 67-68, 114-116 <i>A Closer Look:</i> 118-119 <i>Explore:</i> 117</p> <p>TRG: 18, 36</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 86-90</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information 	<p>SE:</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills 	<p>SE: 136, 142</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem 	<p>SE: N/A</p> <p>TRG: 18</p>

SCANS	
A Three-Part Foundation	
Personal Qualities	PAGE REFERENCES
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment 	<p>SE: 28-29, 151-152 <i>Explore:</i> 27, 50</p> <p>TRG: 25-26</p>
<ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self 	<p>SE: 25-26</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings 	<p>SE: 46, 103</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control 	<p>SE: 110-112, 152, 220 <i>How To...</i> 113</p> <p>TRG: 35</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 154</p> <p>TRG: 25, 35</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
Identifies, organizes, plans, and allocates resources <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	SE: 221, 223-225 <i>How To...</i> 226 TRG: 36
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	SE: 222
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 222
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 221

SCANS	
Five Workplace Competencies	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: 100-101, 152 <i>Explore:</i> 153</p> <p>TRG: 34, 40</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: <i>Career Choices:</i> 58</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	Not covered in <i>Discovering Life Skills</i> .
<ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies 	<p>SE: 98-99</p> <p>TRG: 33</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 89</p> <p>TRG: 32</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: 24</p> <p>TRG: N/A</p>

SCANS	
Five Workplace Competencies	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: 136, 142 TRG: 18
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 136 TRG: 18
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 136 TRG: 18
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 136, 142 TRG: N/A

SCANS	
Five Workplace Competencies	
Systems	PAGE REFERENCES
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them 	<p>SE: 142</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions 	<p>SE: N/A</p> <p>TRG: 18</p>
<ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance 	<p>SE: N/A</p> <p>TRG: 18</p>

SCANS	
Five Workplace Competencies	
Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies 	<p>SE: 145</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment 	<p>SE: 142, 145 <i>Career Choices:</i> 156</p> <p>TRG: N/A</p>
<ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies 	<p>SE: N/A</p> <p>TRG: 18</p>

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	References to families can be found in the Student Edition on pages 42-59.
Childcare/Parenting	Chapter 9, <i>Caring for Children</i> , and Chapter 10, <i>Babysitting Basics</i> , provide instruction on childcare. Parenting is discussed in the Student Edition on page 161.
Child/Adolescent/Human Development	<i>Developmental Tasks and Expectations for Children</i> are presented on Student Edition pages 166-174. The feature <i>A Closer Look...at Child Development</i> on Student Edition pages 168-169 discusses the physical, intellectual, emotional, social, and moral development of children.
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition and the Teacher Resource Guide. For examples, see Student Edition pages 45-49, 62-63, and 152, and Teacher Resource Guide pages 27-28, 29-30, and 39-40.
Goal Setting/Decision Making	References to goal setting can be found throughout the Student Edition and the TRG. For examples, see Student Edition pages 110-112 and 220, and TRG page 35. References to decision making can also be found throughout the Student Edition and TRG. For examples, see Student Edition pages 67-68, 114-116, 117, and 118-119, and TRG pages 18 and 36.

<p style="text-align: center;">Content-Family & Consumer Science (continued)</p>	<p style="text-align: center;">Comments</p>
Consumerism	Not covered in <i>Discovering Life Skills</i> .
Foods/Nutrition	Foods and nutrition are discussed in Chapter 20, <i>Nutrition & Wellness</i> , Chapter 22, <i>Preparing to Cook</i> , Chapter 24, <i>Cooking Basics</i> , and Chapter 25, <i>Microwave Basics</i> .
Apparel/Textiles	Apparel and textiles are discussed in Chapter 15, <i>Your Fashion Statement</i> , Chapter 16, <i>Clothing Basics</i> , Chapter 17, <i>Preparing to Sew</i> , Chapter 18, <i>Sewing & Serging Techniques</i> , and Chapter 19, <i>Expressing Creativity</i> .
Housing Interiors	Housing interiors are discussed in Chapter 13, <i>Your Living Space</i> .
Hospitality Careers	Information on hospitality careers can be found throughout the Student Edition in the <i>Career Choices</i> feature.
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found in the Student Edition on pages 131 and 482, and in the TRG on page 15.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. Each chapter opener contains learning objectives and a brief description of the theme of the chapter that help students preview what they will learn.
Builds on Student Ideals	References to ethics can be found throughout the Student Edition and TRG. For examples, see Student Edition page 154, and TRG pages 25 and 35.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. Each chapter opener contains learning objectives and a brief description of the theme of the chapter that help students preview what they will learn.
Develops Family & Consumer Science Ideas	The brand new <i>Discovering Life Skills</i> is a comprehensive overview of all family and consumer sciences area. Content is correlated to popular modules used in middle schools.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p><i>Discovering Life Skills</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Explore</i> and <i>A Closer Look</i> found throughout the Student Edition help students to apply their critical thinking and decision-making skills based on chapter concepts.</p>
Assesses Student Progress	<p>Each chapter in the Student Edition ends with a <i>Chapter Review & Activities</i> which features a chapter summary, vocabulary questions, and application activities. The TRG includes a <i>Testing Program</i> that contains printed tests for each of the 25 chapters in the textbook. There are either 20 or 25 items on each chapter test. Each test contains three different types of test items. The <i>Effective Instruction CD-ROM</i> contains the <i>ExamView® Test Generator</i> that enables you to create customized tests by choosing from the test bank or adding your own items. A chart of <i>Assessment Strategies</i> can be found on TRG page 21.</p>

Instruction and Assessment (continued)	Comments
<p>Enhances The Learning Environment</p>	<p><i>Discovering Life Skills</i> has all of the right elements for your middle school program. The Student Edition is packed with great charts, illustrations, and features. The direct, yet descriptive writing style is easy to understand and full of need-to-know information. The <i>Project & Activity Cards</i> complement the textbook and give students opportunities to explore additional life skills topics. The <i>Student Motivation Kit</i> is a valuable collection of reproducible resources that is packed full of student-focused materials.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Discovering Life Skills</i> offers engaging, relevant, and appropriate content written at the correct reading level for your middle school program.</p>

Instruction and Assessment (continued)	Comments
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>Effective Instruction CD-ROM</i> contains the <i>ExamView® Test Generator</i> that enables you to create customized tests by choosing from the test bank or adding your own items.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	Each chapter in the Student Edition ends with a <i>Chapter Review & Activities</i> which features a chapter summary, vocabulary questions, and application activities. The TRG includes a <i>Testing Program</i> that contains printed tests for each of the 25 chapters in the textbook. There are either 20 or 25 items on each chapter test. Each test contains three different types of test items. The <i>Effective Instruction CD-ROM</i> contains the <i>ExamView® Test Generator</i> that enables you to create customized tests by choosing from the test bank or adding your own items. A chart of <i>Assessment Strategies</i> can be found on TRG page 21.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The <i>Internet Activities</i> feature found throughout the Student Edition direct students to use the Internet to find out more about a topic and to share their findings. <i>Additional Resources</i> on TRG page 10 provides a list of Web sites that are a source of extended information related to <i>Discovering Life Skills</i> .
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Discovering Life Skills</i> has all of the right elements for your middle school program. The authors provide a current and practical view of life skills and the workplace. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Discovering Life Skills</i> .
Differentiation techniques and activities suggested.	The <i>Approaches to Learning</i> feature in the TRG provides information on different types of learners and suggestions for teaching each type. The <i>Multiple Intelligences</i> chart on TRG page 17 describes each type of intelligence, how each type learns, and what each type is good at.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Discovering Life Skills</i> is composed of 23 chapters organized into 4 units. Each chapter follows a straight forward format, beginning with <i>Objectives</i>, <i>Key Words</i>, and a brief description of the chapter content to help students connect what they learn to the real world. Each chapter closes with a <i>Chapter Review & Activities</i> which includes a chapter summary, vocabulary questions, and application activities.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each section begins with a list of the <i>Key Words</i> presented in the section. These key words are found in bold-face type where they are defined in the section.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the section.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	<i>Discovering Life Skills</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This text is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality your middle school students.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The <i>Glossary</i> can be found on pages 478-491. The <i>Index</i> can be found on pages 492-511.

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Discovering Life Skills</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. The text is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Discovering Life Skills</i> and the Kentucky Introductory Life Skills course is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>Lesson plans for each chapter in the Student Edition are contained in the IRG. Each lesson plan includes suggestions for using additional resources and integration of technology.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p>The <i>Approaches to Learning</i> feature in the TRG provides information on different types of learners and suggestions for teaching each type. The <i>Multiple Intelligences</i> chart on TRG page 17 describes each type of intelligence, how each type learns, and what each type is good at.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Students With Special Needs</i> section of the TRG offers suggestions and activities for teaching students with a variety of special needs. Included in this section is a <i>Meeting Special Needs</i> chart on TRG page 20 which describes different types of special needs and provides tips for instruction for each type.</p>
<p>Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).</p>	<p>Each chapter in the Student Edition begins with a list of learning objectives for the chapter and a brief description of the chapter content. Common student errors, hints, and advice for lesson implementation can be found throughout the TRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TRG. A multitude of references are available.</p>

Resource Materials (continued)	Comments
Suggestions are made for integration of themes and/or interdisciplinary instruction.	Suggestions for integration of themes and/or interdisciplinary instruction can be found throughout the Student Edition and the TRG.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the TRG.
Teacher resources are available online.	<i>Additional Resources</i> on TRG page 10 provides a list of Web sites that are a source of extended information related to <i>Discovering Life Skills</i> . The <i>Effective Instruction CD-ROM</i> contains lesson plans in Microsoft® Word that are flexible and meet your teaching needs.
Online resources available – Repeat of information in text.	The <i>Effective Instruction CD-ROM</i> contains lesson plans in Microsoft® Word that are flexible and meet your teaching needs.
Online resources available – Practice skills only.	The <i>Effective Instruction CD-ROM</i> contains lesson plans in Microsoft® Word that are flexible and meet your teaching needs.
Online resources available – New application materials.	<i>Additional Resources</i> on TRG page 10 provides a list of Web sites that are a source of extended information related to <i>Discovering Life Skills</i> . The <i>Effective Instruction CD-ROM</i> contains lesson plans in Microsoft® Word that are flexible and meet your teaching needs.



Marcia L. Rieder

Kentucky Sales Representative

2005 Crooked Creek Court

Crestwood, Kentucky 40014

Tel 502 241 6701

Fax 502 243 9769

marcia_rieder@mcgraw-hill.com

South Central Region

6510 Jimmy Carter Boulevard

Norcross, GA 30071

Tel 770 613 0281

Toll Free 800 731 2365