

KENTUCKY

Families Today

Correlation with the Kentucky Life Skills and Career and Family Courses, NSFCS, SCANS, and Responses to Family and Consumer Services Evaluation Tool



Adoption Group V
Commonwealth of
Kentucky
2004-2010

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<p>Students will:</p> <ul style="list-style-type: none"> analyze the practical problems faced by families to balance the demands of work and family. 	<p>SE: 225-227, 230-231 <i>Balancing Work and Family:</i> 228 <i>Skills Checklist:</i> 229</p> <p>TWE: JA 230 SP 229B TA 230</p>
2.29	<ul style="list-style-type: none"> predict the results of accomplishing or failing to accomplish the developmental tasks of adolescence. 	<p>SE: 421-423, 432-434</p> <p>TWE: SP 426, 427 VL 434</p>
2.29	<ul style="list-style-type: none"> identify some positive and negative influences of peers on adolescent behavior. 	<p>SE: 371-373 <i>Focus On:</i> 373</p> <p>TWE: FO 373 M 371 SD 372 SP 466</p>
2.29	<ul style="list-style-type: none"> summarize ways of reducing or preventing teen pregnancy. 	<p>SE: 409-410</p> <p>TWE: CS 411 DA 411 EC 409 SP 409, 411 SD 410</p>
2.29	<ul style="list-style-type: none"> practice coordinating clothing and accessories. 	<p>SE: 666-667</p> <p>TWE: N/A</p>

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.30	<ul style="list-style-type: none"> plan a personal budget. 	SE: 531-534, 541-545 <i>Building Character:</i> 543 TWE: EC 542-543 SD 542, 543, 544
1.9	<ul style="list-style-type: none"> calculate sales tax, price per unit, and sale discounts. 	SE: 549-552 <i>Shopping Savvy:</i> 551 TWE: CC 551 EC 551 FO 551 SD 552
1.2, 1.4	<ul style="list-style-type: none"> analyze the results of good/poor study habits. 	SE: 467 TWE: EC 467
5.4	<ul style="list-style-type: none"> develop personal short-term and long-term goals. 	SE: 187-188, 466-467 TWE: M 187 NA 188 SD 188, 466 SP 188
2.29	<ul style="list-style-type: none"> identify physical, psychological, social and health influences on food choices. 	SE: 518-519 TWE: HS 519 SD 520 VL 519

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.31, 3.2	<ul style="list-style-type: none"> analyze the causes and consequences of eating disorders. 	SE: 520-521 TWE: CA 521 EC 520 GS 521
2.29	<ul style="list-style-type: none"> evaluate a meal for major nutrients. 	SE: 519, 666 TWE: EC 503, 668 HS 519 VL 519
2.29	<ul style="list-style-type: none"> plan menus for a day using basic food groups. 	SE: 519 TWE: VL 519
2.29	<ul style="list-style-type: none"> prepare a simple meal and practice dining etiquette. 	SE: 326-327 TWE: N/A
2.36	<ul style="list-style-type: none"> analyze careers in Family and Consumer Sciences. 	SE: <i>Career Success Stories:</i> 71, 93, 136, 146, 211, 234, 273, 290, 312, 352, 407, 458, 487, 516, 535, 638, 660 TWE: CS 458

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.4	<ul style="list-style-type: none"> analyze financial, social, physical and emotional costs of parenthood. 	SE: 645-646, 648 <i>Building Character:</i> 647 TWE: EC 644 SP 646 TD 647
3.5	<ul style="list-style-type: none"> evaluate the consequences of high risk behaviors. 	SE: 200-201 TWE: DA 200
2.32	<ul style="list-style-type: none"> develop a plan to improve social skills. 	SE: 50-51 TWE: TS 51 SD 51
3.4	<ul style="list-style-type: none"> identify appropriate apparel maintenance. 	SE: 666-667 TWE: N/A
2.30	<ul style="list-style-type: none"> compare consumer products. 	SE: 551, 553 <i>Focus On:</i> 551 TWE: SA 552 SD 551, 552
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. 	TWE: FP 25, 105, 179, 245, 323, 419, 493, 585

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.1, 2.8, 4.1	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	SE: 128-132 <i>Making Curriculum Connections:</i> 243, 283, 305, 491, 509, 547, 565, 621, 663 TWE: DA 131 M 129 SD 130, 132
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	SE: 433 TWE: EC 433 PD 433

Career and Family		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	Students will: <ul style="list-style-type: none"> • distinguish among family structures. 	SE: 65-70 TWE: CM 69 M 65 SD 67, 68, 69 SP 66, 69
2.29	<ul style="list-style-type: none"> • examine the changing roles and responsibilities of the family at each stage of the family life cycle. 	SE: 79-84 <i>Focus On:</i> 85 TWE: SD 80, 82, 83 SP 81

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> contrast characteristics of functional and dysfunctional families. 	SE: 159-165, 166-175, 298-302 TWE: FA 164
2.29	<ul style="list-style-type: none"> evaluate the positive and negative effects technology can have on family strength and stability. 	SE: 207-210, 216-219 <i>Focus On:</i> 215 TWE: EC 214 SP 219, 220
2.16	<ul style="list-style-type: none"> examine the effects of poverty on individuals, families and society. 	SE: 91-92, 250-252, 544 TWE: RA 252 SD 91, 544
2.16	<ul style="list-style-type: none"> contrast common examples of family crises. 	SE: 285-287, 292-296 <i>Focus On:</i> 297 TWE: SD 289, 297
5.4	<ul style="list-style-type: none"> create written and oral reports of chosen issue affecting families. 	SE: 267-269 TWE: PD 269 RA 294 SP 272 SS 267

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.15	<ul style="list-style-type: none"> examine the benefits of government agencies that regulate the workplace. 	SE: 561-562 <i>Focus On:</i> 562 TWE: EC 560, 561 FO 562 SD 562
2.29	<ul style="list-style-type: none"> predict how work and family roles are balanced based on values and goals. 	SE: 225-227, 230-231 <i>Balancing Work and Family:</i> 228 <i>Skills Checklist:</i> 229 TWE: JA 230 SP 229 TA 230
2.29	<ul style="list-style-type: none"> distinguish between traditional and reciprocal roles employed by families. 	SE: 227-229 TWE: DA 229 GS 227 IA 226 SP 229
2.29	<ul style="list-style-type: none"> predict problems unique to single working parents. 	SE: 69, 91, 278 TWE: EC 278 PD 279
2.29	<ul style="list-style-type: none"> examine the advantages and disadvantages of a dual-earner family. 	SE: 238-239, TWE: DA 92 EC 92 SA 92 SP 239

Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<ul style="list-style-type: none"> • evaluate personal time and financial management. 	SE: 541-545 TWE: RE 542 SD 542, 543 PD 544
2.29	<ul style="list-style-type: none"> • examine ways to promote quality family time. 	SE: 40, 164-165 <i>Balancing Work and Family Life:</i> 164 TWE: BW 164 TL 164 UT 40
2.29	<ul style="list-style-type: none"> • dramatize an effective family council meeting. • 	SE: 237 TWE: N/A
2.15	<ul style="list-style-type: none"> • interpret the Family and Medical Leave Act. 	SE: 37-38 TWE: GS 37
2.30, 2.37	<ul style="list-style-type: none"> • analyze training and education requirements for a chosen career. 	SE: 567-569, 570-573 <i>Focus On:</i> 573 TWE: EC 568 GS 569 SD 569
2.29	<ul style="list-style-type: none"> • access alternatives to full-time employment in a given case study. 	SE: 239-240 TWE: SD 239

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: N/A TWE: FP 25, 105, 179, 245, 323, 419, 493, 585
2.1, 2.8, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 128-132 <i>Making Curriculum Connections:</i> 243, 283, 305, 491, 509, 547, 565, 621, 663 TWE: DA 131 M 129 SD 130, 132
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 433 TWE: EC 433 PD 433

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: 89-95, 96-101, 102-103, 225-231, 232-241, 242-243</p> <p>TWE: EC 227, 232 SD 92, 235</p>
<p>1.2 Demonstrate transferable and employability skills in community and workplace settings.</p>	<p>SE: 29-30</p> <p>TWE: PA 29</p>
<p>1.3 Analyze the reciprocal impact of individual and family participation in community activities.</p>	<p>SE: 483-489</p> <p>TWE: PD 485 SP 485, 488 SS 483</p>

National Standards for Family and Consumer Sciences Education

2. CONSUMER AND FAMILY RESOURCES

STANDARDS	PAGE REFERENCES
<p>2.0 Evaluate management practices related to the human, economic, and environmental resources.</p> <p>2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</p>	<p>SE: 187-195, 356-357, 504, 525-527, 666-669</p> <p>TWE: IA 526 SP 191, 357 TR 504</p>
<p>2.2 Analyze the relationship of the environment to family and consumer resources.</p>	<p>SE: 172, 212, 220-221, 410-411, 481-482, 668-669 <i>Focus On...</i> 402</p> <p>TWE: DA 172 EC 480 OA 212</p>
<p>2.3 Analyze policies that support consumer rights and responsibilities.</p>	<p>SE: 549-555, 556-563, 564-565</p> <p>TWE: EC 552, 556, 561</p>
<p>2.4 Evaluate the impact of technology on individual and family resources.</p>	<p>SE: 207-213, 214-221, 222-223</p> <p>TWE: DA 209 EC 217 M 207 SP 217</p>
<p>2.5 Analyze interrelationship between the economic system and consumer actions.</p>	<p>SE: 549-555, 556-563</p> <p>TWE: SP 550</p>

National Standards for Family and Consumer Sciences Education	
2. CONSUMER AND FAMILY RESOURCES	
STANDARDS	PAGE REFERENCES
<p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p>	<p>SE: 91-92, 502-503, 532-534, 541-545, 646-647</p> <p>TWE: EC 542, 647 SD 532</p>

National Standards for Family and Consumer Sciences Education	
6. FAMILY	
STANDARDS	PAGE REFERENCES
<p>6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.</p> <p>6.1 Analyze the impact of family as a system on individuals and society.</p>	<p>SE: 89-95</p> <p>TWE: FO 91 GS 91</p>
<p>6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.</p>	<p>SE: 75-76, 90-92, 108-109, 159-165, 166-173</p> <p>TWE: DA 90, 161 EC 161, 169</p>

National Standards for Family and Consumer Sciences Education

7. FAMILY AND COMMUNITY SERVICES

STANDARDS	PAGE REFERENCES
<p>7.0 Integrate knowledge, skills, and practices required for careers in family and community services.</p>	<p>SE: 458 <i>Career Success Stories:</i> 71, 93, 136, 146, 211, 234, 273, 290, 312, 352, 407, 458, 487, 516, 535, 638, 660 <i>Plan Ahead:</i> 458</p>
<p>7.1 Analyze career paths within family and community services.</p>	<p>TWE: CS 458</p>
<p>7.2 Analyze factors related to providing family and community services.</p>	<p>SE: 94, 483-486, 488-489 <i>Career Success Story:</i> 487</p> <p>TWE:EC 484, 486</p>
<p>7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.</p>	<p>SE: <i>Career Success Stories:</i> 71, 93, 136, 146, 211, 234, 273, 290, 312, 352, 407, 458, 487, 516, 535, 638, 660</p> <p>TWE: CS 458</p>
<p>7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.</p>	<p>SE: 37-41, 250-255, 289, 298-302</p> <p>TWE: CA 254 EC 289, 299 SP 39</p>
<p>7.5 Identify services for individuals and families with a variety of disadvantaging conditions.</p>	<p>SE: 37-39, 298-302</p> <p>TWE: EC 36</p>

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: 107-115, 166-174, 505-506, 608-609</p> <p>TWE: EC 505 SD 167, 608 SP 109</p>
<p>13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.</p>	<p>SE: 107-115</p> <p>TWE: SD 108, 111</p>
<p>13.3 Demonstrate communication skills that contribute to positive relationships.</p>	<p>SE: 129-137</p> <p>TWE: DA 131 M 129 SD 130, 132</p>
<p>13.4 Evaluate effective conflict prevention and management techniques.</p>	<p>SE: 141-147, 148-155</p> <p>TWE: DA 143, 145, 149 EC 148 SP 145</p>
<p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p>	<p>SE: 153, 333-341, 477, 607-608</p> <p>TWE: E 338 EC 336</p>

National Standards for Family and Consumer Sciences Education	
13. INTERPERSONAL RELATIONSHIPS	
STANDARDS	PAGE REFERENCES
<p>13.6 Demonstrate standards that guide behavior in interpersonal relationships.</p>	<p>SE: 107-115, 166-175, 505-506, 608-609</p> <p>TWE: EC 166, 505 SD 109, 112</p>

National Standards for Family and Consumer Sciences Education	
15. PARENTING	
STANDARDS	PAGE REFERENCES
<p>15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.</p> <p>15.1 Analyze roles and responsibilities of parenting.</p>	<p>SE: 81-82, 643-652, 653-661, 677-678</p> <p>TWE: EC 648 IT 678</p>
<p>15.2 Evaluate parenting practices that maximize human growth and development.</p>	<p>SE: 670-676</p> <p>TWE: EC 673 SP 673</p>
<p>15.3 Evaluate external support systems that provide services for parents.</p>	<p>SE: 661 <i>Career Success Stories:</i> 660</p> <p>TWE: UC 660</p>

National Standards for Family and Consumer Sciences Education

15. PARENTING

STANDARDS	PAGE REFERENCES
15.4 Analyze physical and emotional factors related to beginning the parenting process.	SE: 653-659 TWE: GS 656 SD 657

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. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules 	<p>SE: 209 <i>Making Curriculum Connections:</i> 455, 473, 641</p>
<ul style="list-style-type: none"> • B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts 	<p>SE: 137 <i>Making Curriculum Connections:</i> 43, 63, 123, 139, 157, 205, 223, 243, 283, 321, 379, 439, 491, 529, 565, 583, 603, 621</p> <p>TWE: AI TM-30, TM-31</p>
<ul style="list-style-type: none"> • C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques 	<p>SE: <i>Making Curriculum Connections:</i> 243, 283, 305, 491, 509, 547, 565, 621, 663</p> <p>TWE: N/A</p>
<ul style="list-style-type: none"> • D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 129-131, 149, 368</p> <p>TWE: AI TM-29</p>
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	<p>SE: 131-132 <i>Making Curriculum Connections:</i> 103</p> <p>TWE: AI TM-29</p>

National Standards for Family and Consumer Sciences Education

15. PARENTING

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: 193-194, 337, 394, 451</p> <p>TWE: AI TM-31, TM-32</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: 29, 74-75, 80-81, 191-193, 270-271, 470-471, 634-635 <i>Making Curriculum Connections: 205</i></p> <p>TWE: AI TM-29</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 29, 31-32, 188-195, 197-203, 470-471 <i>Making Curriculum Connections: 205</i></p> <p>TWE: AI TM-29</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: <i>Making Curriculum Connections 205</i></p> <p>TWE: N/A</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: 424, 670-672</p> <p>TWE: LA 424</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: 194</p> <p>TWE: N/A</p>

National Standards for Family and Consumer Sciences Education

15. PARENTING

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: 39, 163-164, 193, 414, 466-467, 596-597 <i>Building Character</i> 31</p> <p>TWE: DA 163 RR 193</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: 450-452 <i>Building Character:</i> 515</p> <p>TWE: EC 450</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: 50-51, 468-469</p> <p>TWE: AI TM-29, TM-32</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: 151, 406, 466 <i>Building Character:</i> 406</p> <p>TWE: EC 466</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 194-195, 388, 461-462, 471 <i>Building Character:</i> 219, 427</p> <p>TWE: EC 467 WA 462</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: 187-189, 261, 466-467 <i>Balancing Work & Family Life:</i> 228 TWE: DA 189
<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: 250-252, 532-534, 541-545 TWE: EC 542 FO 544 SP 252
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 188-191, 470-471 TWE: SP 190
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 188-189 TWE: N/A

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: 153, 333-335, 339-340, 607-608 <i>Building Character:</i> 154</p> <p>TWE: EC 336</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: <i>Career Success Stories:</i> 458</p> <p>TWE: UC 458</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	<p>SE: 581</p> <p>TWE: N/A</p>
<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: 335-340, 477</p> <p>TWE: EC 338, 339 LA 477</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 145, 147</p> <p>TWE: N/A</p>
<ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds 	<p>SE: 96-101, 108-109, 116-117</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: 199, 209, 470-471 <i>Making Curriculum Connections:</i> 157, 223, 321, 363, 583
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 199
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 199
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 214-221

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: 241, 254, 262 <i>Balancing Work & Family Life:</i> 200</p> <p>TWE: DA 262</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: 262</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: 470</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: 214-215</p> <p>TWE: EC 214</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: 214-221</p> <p>TWE: EC 217</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: 218-219</p>

TWE Codes

AI	Addressing Sensitive Issues
BC	Benefits of Cooperation
BW	Balancing Work and Family Life
CA	Community Survey Activity
CC	Cost Comparison Activity
CM	Chart Making Activity
CS	Case Study Analysis Activity
DA	Discussion Activity
EC	Extending the Content
FA	Family Problem Activity
FO	Focus On
FP	FCCLA Project
GS	Guest Speaker
IA	Insurance Activity
IT	Identifying Types of Activity
JA	Job Hours Activity
LA	Leadership Discussion Activity
M	Motivator
OA	Observation Activity
PA	Picture Drawing Activity
PE	Planning Elements Activity
RA	Research Activity
RE	Record Expenses Activity
RR	Rating Responsibility Activity
SA	Survey Activity
SD	Skill Development
SP	Social Perspectives
SS	Study Skills
T	Tax Deduction Activity
TA	Television Analysis Activity
TL	Time Log Activity
TR	Transportation Analysis Activity
TS	Tracing Socialization Activity
UC	Using Career Success Stories
UT	Using Tips and Techniques
VL	Visual Learning
WA	Work Ethics Activity

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	Society’s call for strong families is loud and clear. With the <i>Families Today</i> program, you can help teens strengthen the families they live in now and build strong families for the future.
Childcare/Parenting	References to child care can be found throughout the Student Edition. For examples, see pages 92, 238-240 and 669. References to child care can be found throughout the Student Edition and Teacher Wraparound Edition (TWE). For examples, see Student Edition pages 81-82, 643-652, 653-661, and 677-678, and TWE pages 648 and 678.
Child/Adolescent/Human Development	References to child development can be found on Student Edition pages 670-676 and on TWE page 673.
Interpersonal Relationships	References to interpersonal relationships can be found throughout the Student Edition and TWE. For examples, see Student Edition pages 107-115, 166-174, 505-506, and 608-609, and TWE pages 109, 167, 505, and 608.
Goal Setting/Decision Making	References to goal setting and decision making can be found throughout the Student Edition and TWE. For examples, see Student Edition pages 29, 74-75, 80-81, 191-193, 270-271, 470-471, and 634-635, and TWE page TM-29.

<p style="text-align: center;">Content-Family & Consumer Science (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Consumerism</p>	<p>References to consumerism related topics can be found throughout the Student Edition. For examples, see pages 549-563.</p>
<p>Foods/Nutrition</p>	<p>References to food and nutrition can be found on Student Edition pages 518-521.</p>
<p>Apparel/Textiles</p>	<p>References to clothing for children can be found in the Student Edition on pages 666-667.</p>
<p>Housing Interiors</p>	<p>Furnishing decisions are discussed in the Student Edition on page 80.</p>
<p>Hospitality Careers</p>	<p>Information on hospice programs can be found in the Student Edition on page 13.</p>
<p>FCCLA; Family, Careers, Community Leaders of America</p>	<p>References to FCCLA can be found in the TWE on pages 25, 105, 179, 245, 323, 419, 493, and 585.</p>

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. To ease students into each chapter, <i>Words for Thought</i> supplies a quotation for students to analyze. <i>In Your Own Words</i> offers an accompanying question to start discussion. As each section opens, students preview the content by reading the list of learning objectives and becoming familiar with the terms to learn.
Builds on Student Ideals	The <i>Building Character</i> feature found throughout the Student Edition help students grasp what true character is all about.
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. To ease students into each chapter, <i>Words for Thought</i> supplies a quotation for students to analyze. <i>In Your Own Words</i> offers an accompanying question to start discussion. As each section opens, students preview the content by reading the list of learning objectives and becoming familiar with the terms to learn.

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Develops Family & Consumer Science Ideas</p>	<p>In <i>Glencoe Accounting: Real World Applications and Connections, First-Year Course</i> new learning is based on previous knowledge, with each new concept building on a prior experience. Much like an accounting cycle where records are maintained through a sequence of procedures and activities, the instruction in the Student Edition follows an organized flow of concept development.</p>
<p>Promotes Student Thinking</p>	<p><i>Families Today</i> contains a variety of practice materials to help students transfer textbook learning to practical applications. Features such as <i>Becoming a Problem Solver</i> and <i>Thinking Critically</i> found throughout the Student Edition help students to apply their problem-solving and critical thinking skills based on chapter concepts.</p>

Instruction and Assessment (continued)	Comments
Assesses Student Progress	Each section in the Student Edition ends with a <i>Section Review</i> . <i>Chapter Review and Activities</i> can be found at the end of each chapter. The Teacher Resource Guide contains a <i>Testing Program</i> that includes reproducible <i>Section Quizzes</i> and <i>Chapter Tests</i> . The <i>Effective Instruction CD-ROM</i> contains the <i>ExamView® Test Generator</i> which contains all section and chapter test items. You can add, delete, or change these items to suit the needs of your program.
Enhances The Learning Environment	<i>Families Today</i> is written at a comfortable reading level for high school students and draws students in with questions that provoke thinking. The Student Edition contains hundreds of color photographs that show teens in realistic situations. Special illustrations teach principles by combining words with strong visuals. Many captions ask questions to help students review facts, apply concepts, and develop high-level thinking skills.
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<i>Families Today</i> is written at a comfortable reading level for high school students.

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> which contains all section and chapter test items. You can add, delete, or change these items to suit the needs of your program.
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 section in the Student Edition ends with a <i>Section Review</i> . <i>Chapter Review and Activities</i> can be found at the end of each chapter. The Teacher Resource Guide contains a <i>Testing Program</i> that includes reproducible <i>Section Quizzes</i> and <i>Chapter Tests</i> . The <i>Effective Instruction CD-ROM</i> contains the <i>ExamView® Test Generator</i> which contains all section and chapter test items. You can add, delete, or change these items to suit the needs of your program.

Instruction and Assessment (continued)	Comments
<p>Includes activities and opportunities for integration of technology.</p>	<p>Chapter 10, <i>Managing Technology</i>, provides information on the <i>Benefits of Technology</i> and <i>Using Technology Effectively</i>.</p>
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Families Today</i> has all of the right elements for your high school program, with hands-on activities, technology, and problem-solving situations integrated throughout the text.</p>
<p>Differentiation techniques and activities suggested.</p>	<p>The <i>Learning Styles</i> feature found in each unit opener in the TWE provides information on meeting diverse needs for students who are gifted, physically challenged, learning disabled, hearing impaired, visually impaired, behavior disordered, or have limited English proficiency.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Families Today</i> is composed of 34 chapters organized into 8 units. Each chapter contains 2-3 sections. The book begins with a broad look at families in society and ends by projecting students into the future as they think about forming families of their own. In between, students develop skills that strengthen them as individuals and as family members. Each section follows a straight forward format, beginning with <i>Objectives</i> and <i>Terms to Learn</i>. Each section closes with a <i>Section Review</i>. Each chapter closes with a <i>Chapter Review & Activities</i> which includes a <i>Chapter Summary</i>, <i>Review Questions</i>, <i>Becoming a Problem Solver</i>, <i>Thinking Critically</i>, <i>Making Curriculum Connections</i>, <i>Applying Your Knowledge</i>, and <i>Family & Community Connections</i>.</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>Terms to Learn</i> presented in the section. These key terms are found in bold-face type where they are defined in the section.</p>

<p style="text-align: center;">Organization and Structure (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>The Student Edition contains hundreds of color photographs that show teens in realistic situations. Special illustrations teach principles by combining words with strong visuals. Many captions ask questions to help students review facts, apply concepts, and develop high-level thinking skills.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Families Today</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition 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 course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> can be found on pages 686-693. The <i>Index</i> can be found on pages 696-704.</p>

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

Resource Materials	Comments
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Complete lesson plans, teaching suggestions, and supplemental information are conveniently “wrapped” around reduced pages of the student text.

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	The <i>Learning Styles</i> feature found in each unit opener in the TWE provides information on meeting diverse needs for students who are gifted, physically challenged, learning disabled, hearing impaired, visually impaired, behavior disordered, or have limited English proficiency.
Extension activities including adaptations and accommodations for students with special needs.	The <i>Learning Styles</i> feature found in each unit opener in the TWE provides information on meeting diverse needs for students who are gifted, physically challenged, learning disabled, hearing impaired, visually impaired, behavior disordered, or have limited English proficiency.
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).	Each section in the Student Edition begins with a list of <i>Objectives</i> for the section. Common student errors, hints, and advice for lesson implementation can be found throughout the TWE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TWE. A multitude of references are available.

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 TWE.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the TWE.
Teacher resources are available online.	The <i>Organizations and Internet Resources</i> section in the TWE provides a list of Web sites that are a source of extended information related to the text. The <i>Effective Instruction CD-ROM</i> contains <i>Lesson Plan Organizers</i> in Microsoft Word® so you can tailor them to meet local needs.
Online resources available – Repeat of information in text.	The <i>Effective Instruction CD-ROM</i> contains <i>Lesson Plan Organizers</i> in Microsoft Word® so you can tailor them to meet local needs.
Online resources available – Practice skills only.	The <i>Organizations and Internet Resources</i> section in the TWE provides a list of Web sites that are a source of extended information related to the text. The <i>Effective Instruction CD-ROM</i> contains <i>Lesson Plan Organizers</i> in Microsoft Word® so you can tailor them to meet local needs.

<p style="text-align: center;">Resource Materials (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Online resources available – New application materials.</p>	<p>The <i>Organizations and Internet Resources</i> section in the TWE provides a list of Web sites that are a source of extended information related to the text. The <i>Effective Instruction CD-ROM</i> contains <i>Lesson Plan Organizers</i> in Microsoft Word[®] so you can tailor them to meet local needs.</p>



Glencoe
McGraw-Hill

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