

Teacher Annotated Edition

Glencoe Nutrition & Wellness

with
Food
Preparation
Handbook

Correlation with
Kentucky
Commercial Foods I,
Commercial Foods II, and
Culinary Skills Courses,
National Standards for
Family and Consumer
Sciences Education,
SCANS,
and
Responses to Family and
Consumer Services
Evaluation Tool

Adoption Group V
Commonwealth of
Kentucky
2004-2010

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.1, 3.6	<p>Students will:</p> <ul style="list-style-type: none"> • assess the importance of the food production and food service technologies in the United States and the world. 	<p>SE: 58-69 <i>TIME Global Nutrition & Wellness:</i> 70-73 <i>Check This Out:</i> 61</p> <p>TAE: MS 66 D 62</p>
2.36	<ul style="list-style-type: none"> • research the roles and function of individuals engaged in food production and food service careers. 	<p>SE: 65, 158, 461, 507 <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
2.36	<ul style="list-style-type: none"> • assess employment opportunities and preparation requirements. 	<p>SE: <i>Applying Your Learning:</i> 505 <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
2.37	<ul style="list-style-type: none"> • demonstrate written, verbal and non-verbal communication skills. 	<p>SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 87</p> <p>TAE: CT 62 D 94</p>
2.36	<ul style="list-style-type: none"> • identify and demonstrate personal characteristics of food service workers. 	<p>SE: <i>Linking to the Workplace:</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: A 26</p>

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> use accepted industry terminology and technical information. 	SE: 477, 512-513 <i>Wellness in Action:</i> 163 <i>Understanding Key Ideas:</i> 32, 44, 56, 68, 86, 100, 112, 124, 136, 148, 164, 176, 188, 200, 212, 222, 238, 250, 260, 272, 290, 304, 318, 330, 346, 358, 376, 386, 396, 408, 416, 430 TAE: A 35, 63, 512
5.1	<ul style="list-style-type: none"> examine types and uses of cleaning materials and sanitizers. 	SE: 449-451 <i>Tip:</i> 40 TAE: A 449, 450 CT 451 D 450
2.29	<ul style="list-style-type: none"> demonstrate knowledge of factors that contribute to food borne illnesses. 	SE: 107, 439-442, 460-461 <i>Tip:</i> 381 TAE: A 441 TV 440
2.29	<ul style="list-style-type: none"> practice food service safety and sanitation procedures. 	SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Tip:</i> 40, 381 TAE: A 185, 441

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> operate tools and equipment following safety procedures and OSHA requirements. 	SE: 456-457, 458-459, 469, 470, 494 TAE: A 457, 459, 469, 494 D 458, 470
2.37	<ul style="list-style-type: none"> demonstrate skills in knife, tool and equipment handling. 	SE: 174, 456-457, 462-477, 485-487, 488-490, 491-494, 495-499 TAE: A 457, 487 E 485
2.37	<ul style="list-style-type: none"> demonstrate proper weighing and measuring techniques. 	SE: 483-484 TAE: A 483 D 484 TV 483
2.37	<ul style="list-style-type: none"> apply principles of food preparation to produce a variety of food products and beverages. 	SE: 287-288, 300-302, 315-316, 327-328, 342-344, 355-356, 381-384, 389-394, 402-406, 412-414, 422-428 <i>Now You're Cooking!</i> 55, 111, 135, 175, 221, 259, 289, 303, 317, 329, 345, 357, 372, 385, 395, 407, 415, 429 TAE: A 302, 316

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> demonstrate a variety of cooking methods including baking, grilling, sautéing, frying, deep frying, steaming, boiling, and microwaving. 	SE: 193, 301-302, 406, 468, 491-494, 495-499 <i>How Do Cooking Methods Compare?</i> 194 <i>Now You're Cooking!</i> 175, 259, 289, 303, 317, 345, 407 TAE: A 496 D 495
2.37	<ul style="list-style-type: none"> prepare various fruits, vegetables and starches. 	SE: 300-302, 315-316 <i>Now You're Cooking!</i> 303, 317, 372 TAE: A 302 E 301, 315
2.37	<ul style="list-style-type: none"> prepare sandwiches. 	SE: 412-414 <i>Now You're Cooking!</i> 415 <i>Check This Out!</i> 412 TAE: TV 412
2.37	<ul style="list-style-type: none"> prepare breakfast foods: meat, eggs, cereals and quick breads. 	SE: 167-169, 285, 288, 342-344, 353-355, 402-403 <i>Breakfast is Served:</i> 361 <i>Now You're Cooking!</i> 175, 259, 357 <i>Wellness in Action:</i> 85 TAE: A 402 D 168

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> • apply the fundamentals of baking to a variety of products. 	SE: 402-406, 424-428, 495, 530-533 <i>Now You're Cooking!</i> 407 TAE: A 402, 530
2.37	<ul style="list-style-type: none"> • demonstrate table setting and food presentation of techniques. 	SE: 40, 537-539 <i>Applying Your Learning:</i> 45 <i>Making Connections:</i> 549 TAE: TV 40 A 539, 547 D 538
2.37	<ul style="list-style-type: none"> • practice knowledge and skills in a variety of work sites. 	SE: <i>Applying Your Learning:</i> 33, 45, 57, 69, 87, 101, 113, 125, 137, 149, 165, 177, 189, 201, 213, 223, 239, 251, 261, 273, 291, 305, 319, 331, 347, 359, 377, 387, 397, 409, 417, 431, 505 TAE: D 538 A 539, 547
1.9	<ul style="list-style-type: none"> • calculate cost per serving of food items. 	SE: 183-184 TAE: A 183 E 184

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
3.1, 3.5	<ul style="list-style-type: none"> • apply time management skills. 	SE: 169, 173, 174 <i>Developing Life Skills:</i> 44, 136, 176, 346, 504 TAE: A 169
4.2, 4.4, 4.5	<ul style="list-style-type: none"> • plan, prepare and serve a variety of meals and special events. 	SE: 536-549 <i>Making Connections:</i> 45 <i>Applying Your Learning:</i> 505 TAE: A 37, 539 D 538
2.36, 2.37	<ul style="list-style-type: none"> • utilize activities of the Family, Career and Community Leaders of American student organization as an integral component of course content and leadership development. 	TAE: TM-64
2.1, 2.8, 4.1	<ul style="list-style-type: none"> • apply math, science and communication skills within technical content. 	SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 45, 87, 101, 125, 165, 189, 201, 213, 223, 239, 251, 261, 305, 319, 332, 376, 387, 409, 419, 505 TAE: D 81 A 42, 83

Commercial Foods I		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 24, 25 <i>Developing Life Skills:</i> 32, 44, 56, 68, 86, 100, 112, 124, 136, 148, 164, 176, 188, 200, 212, 222, 238, 250, 260, 272, 290, 304, 318, 330, 346, 358, 376, 386, 396, 408, 416, 430 <i>Linking to the Workplace:</i> 31, 67, 99, 147, 187, 211, 249, 271 <i>Making Connections:</i> 45, 149, 189, 347, 409, 549 TAE: A 24

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.11, 2.37	Students will: <ul style="list-style-type: none"> demonstrate written, verbal and non-verbal communication skills. 	SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 33 TAE: D 25 A 24, 35 A 50, 77

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> • use accepted industry terminology and technical information. 	<p>SE: <i>Understanding Key Ideas:</i> 32, 44, 56, 68, 81, 86, 100, 112, 124, 136, 148, 164, 176, 188, 200, 212, 222, 238, 250, 260, 272, 290, 304, 318, 330, 346, 358, 376, 386, 396, 408, 416, 430</p> <p>TAE: MS 66 D 81</p>
2.37	<ul style="list-style-type: none"> • practice grooming and dress requirements of the industry. 	Not covered in <i>Glencoe Nutrition and Wellness</i> .
2.37, 4.3, 4.5	<ul style="list-style-type: none"> • practice customer and interpersonal relations skills. 	<p>SE: 188 <i>Check This Out!</i> 42 <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504</p> <p>TAE: A 42 D 41</p>
2.37	<ul style="list-style-type: none"> • maintain tools and equipment following safety procedures and OSHA requirements. 	<p>SE: 456-457, 458-459, 469, 470, 494</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</p>

Commercial Foods II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29, 2.37	<ul style="list-style-type: none"> demonstrate food handling and preparation techniques to prevent cross contamination between raw and ready-to-eat foods, between animal or fish sources, and other food products. 	SE: 107, 439-442, 460-461 <i>Tip:</i> 381 TAE: A 441, 443 TV 440
1.16, 2.37	<ul style="list-style-type: none"> use computer based menu systems to create menu layout and design. 	SE: 171-173, 538 <i>Applying Your Learning:</i> 177, 213, 261, 319 <i>Making Connections:</i> 149 <i>Nutrition on the Menu:</i> 207 TAE: N/A
2.37	<ul style="list-style-type: none"> apply menu planning principles to develop and modify menus. 	SE: 168, 171-173 <i>Applying Your Learning:</i> 177, 261, 319 <i>Exploring Further:</i> 177 <i>Making Connections:</i> 149 <i>Nutrition on the Menu:</i> 207 TAE: D 168, 171
1.9, 2.37	<ul style="list-style-type: none"> calculate performance of menu items. 	SE: 170-172, 180-182 <i>Check This Out!</i> 173 TAE: D 168 A 170

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.4, 5.1	<ul style="list-style-type: none"> examine the applicability of convenience food items. 	SE: 64, 184 <i>Applying Your Learning:</i> 397 <i>Developing Life Skills:</i> 176 <i>Making Connections:</i> 387, 431 TAE: D 191, 200 A 170
2.37	<ul style="list-style-type: none"> prepare various meats, seafood and poultry. 	SE: 342-344 <i>Foods Lab:</i> 347 <i>Applying Your Learning:</i> 347 <i>Now You're Cooking!</i> 345 TAE: A 344
2.37	<ul style="list-style-type: none"> prepare various stocks, soups, sauces and gravies. 	SE: 381-384 <i>Foods Lab</i> 387 <i>Now You're Cooking!</i> 385 TAE: A 384 E 382
2.37	<ul style="list-style-type: none"> demonstrate a variety of cooking methods such as broiling, glazing, stewing, braising, barbecuing and roasting. 	SE: 193, 301-302, 406, 468, 491-494, 495-499 <i>How Do Cooking Methods Compare?</i> 194 <i>Now You're Cooking!</i> 175, 259, 289, 303, 317, 345, 407 TAE: A 496 D 495

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> prepare fancy yeast breads, waffles, popovers, crepes and pastries. 	SE: 402-406, 427-428 <i>Applying Your Learning:</i> 409 <i>Food Lab:</i> 409 <i>Now You're Cooking!</i> 407 TAE: A 402, 404
2.37	<ul style="list-style-type: none"> prepare canapés and appetizers. 	SE: 172 TAE: N/A
1.9, 2.37	<ul style="list-style-type: none"> apply principles of purchasing and receiving in food service operations. 	SE: 183-184 <i>Careers in...</i> 187, 211 TAE: E 184 D 184
5.1, 2.37	<ul style="list-style-type: none"> apply procedures involved in managing food service employees. 	SE: <i>Careers in...</i> 211 TAE: N/A
5.1	<ul style="list-style-type: none"> plan and organize operational functions for all duties in the kitchen. 	SE: 475 <i>Applying Your Learning:</i> 477 TAE: A 475
2.37	<ul style="list-style-type: none"> practice inventory procedures including first in-first out concept, date markings and specific record keeping. 	SE: 185 TAE: A 185

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> demonstrate use of knowledge and skills in a variety of work settings. 	<p>SE: <i>Applying Your Learning:</i> 33, 45, 57, 69, 87, 101, 113, 125, 137, 149, 165, 177, 189, 201, 213, 223, 239, 251, 261, 273, 291, 305, 319, 331, 347, 359, 377, 387, 397, 409, 417, 431</p> <p>TAE: A 65, 186</p>
1.9	<ul style="list-style-type: none"> apply accounting procedures in planning and forecasting profit and loss. 	Not covered in <i>Glencoe Nutrition and Wellness</i> .
5.2	<ul style="list-style-type: none"> explore entrepreneurial opportunities and develop a marketing plan. 	<p>SE: <i>Linking to the Workplace:</i> 211, 249</p> <p>TAE: N/A</p>
2.37	<ul style="list-style-type: none"> demonstrate quality services which exceed the expectations of customers. 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271 <i>Check This Out!</i> 205</p> <p>TAE: A 205</p>
4.2, 4.4, 4.5	<ul style="list-style-type: none"> plan, prepare and serve a variety of meals and special events. 	<p>SE: 536-549</p> <p>TAE: A 539 D 538</p>

Commercial Foods II		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
3.3, 3.4, 4.2	<ul style="list-style-type: none"> demonstrate time management skills. 	<p>SE: 169, 173, 174 <i>Careers in...</i> 31 <i>Applying Your Learning:</i> 239 <i>Wellness Challenge:</i> 238 <i>Check This Out!</i> 169 <i>Developing Life Skills:</i> 44, 136, 176, 346, 504</p> <p>TAE: E 247 MA 248</p>
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. 	<p>TAE: TM-64</p>
2.1, 2.58, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	<p>SE: <i>Recipe and Math Skills:</i> 479-484 <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 45, 87, 101, 125, 165, 189, 201, 213, 223, 239, 251, 261, 305, 319, 332, 376, 387, 409, 419, 505</p> <p>TAE: A 481, 483 CT 480 D 482, 484 TV 483</p>

Commercial Foods II

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	<p>SE: <i>Applying Your Learning:</i> 239 <i>Developing Life Skills:</i> 32, 44, 56, 68, 86, 100, 112, 124, 136, 148, 164, 176, 188, 200, 212, 222, 238, 250, 260, 272, 290, 304, 318, 330, 346, 358, 376, 386, 396, 408, 416, 430 <i>Linking to the Workplace:</i> 31, 67, 99, 147, 187, 211, 249, 271 <i>Making Connections:</i> 45, 149, 189, 347, 409, 549</p> <p>TAE: CT 25 A 26</p>

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1	<p>Students will:</p> <ul style="list-style-type: none"> • assess the impact of the hospitality industry on local and state economies. 	<p>SE: <i>Making Connections:</i> 69</p> <p>TAE: N/A</p>
1.1	<ul style="list-style-type: none"> • research the roles of individuals engaged in hospitality services. 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
5.4, 2.36	<ul style="list-style-type: none"> • assess employment opportunities and preparation requirements. 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: CT 25 A 26</p>
2.17, 2.37, 3.5, 4.5	<ul style="list-style-type: none"> • demonstrate personal and interpersonal skills that enhance working relationships and obtaining jobs. 	<p>SE: 24-25 <i>Check This Out!</i> 26 <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504</p> <p>TAE: CT 25 A 26</p>
2.29	<ul style="list-style-type: none"> • analyze the effect that career demands have on family life. 	<p>SE: <i>Linking to the Workplace:</i> 31</p> <p>TAE: N/A</p>

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.5, 2.1, 5.1	<ul style="list-style-type: none"> • apply critical and creative thinking, logical reasoning and problem solving skills in the field of hospitality services. 	<p>SE: <i>Developing Life Skills:</i> 44, 56, 86, 100, 112, 124, 148, 164, 176, 188, 200, 222, 238, 250, 272, 290, 304, 318, 346, 358, 376, 396, 408, 418, 430</p> <p>TAE: E 206</p>
1.2, 1.16, 3.6, 4.1, 6.3	<ul style="list-style-type: none"> • demonstrate communications technology required by the industry. 	<p>SE: <i>Applying Your Learning:</i> 69 <i>Developing Life Skills:</i> 56, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 45, 87, 101, 125, 165, 189, 201, 213, 223, 239, 251, 261, 305, 319, 332, 376, 387, 409, 419, 505</p> <p>TAE: D 27</p>
2.6, 2.31, 2.33	<ul style="list-style-type: none"> • demonstrate safe work habits required by the field. 	<p>SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Applying Your Learning:</i> 69 <i>Tip:</i> 40, 381</p> <p>TAE: A 185, 441</p>
1.1, 2.10	<ul style="list-style-type: none"> • use nutritional information in preparing and serving food to guests. 	<p>SE: 117-119, 537 <i>Applying Your Learning:</i> 419</p> <p>TAE: E 117</p>

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.12, 1.16	<ul style="list-style-type: none"> demonstrate knowledge of quality customer service. 	SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271 TAE: E 206
2.18, 2.23	<ul style="list-style-type: none"> outline steps in establishing an entrepreneurial business such as catering. 	SE: <i>Careers in...</i> 211 <i>Linking to the Workplace:</i> 249 TAE: N/A
2.8, 6.2	<ul style="list-style-type: none"> demonstrate knowledge of cost analysis and its relationship to profit 	SE: <i>Careers in...</i> 187 TAE: N/A
2.10	<ul style="list-style-type: none"> perform appropriate maintenance procedures. 	SE: 470 <i>Keep It Clean:</i> 449- TAE: D 448 A 450, 451
2.36	<ul style="list-style-type: none"> practice culinary skills in various work sites. 	SE: <i>Cutting Skills:</i> 485-487 <i>Mixing Skills:</i> 488-490 <i>Applying Your Learning:</i> 33, 45, 57, 69, 87, 101, 113, 125, 137, 149, 165, 177, 189, 201, 213, 223, 239, 251, 261, 273, 291, 305, 319, 331, 347, 359, 377, 387, 397, 409, 417, 431 TAE: A 486, 487

Culinary Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.10, 2.30, 6.30	<ul style="list-style-type: none"> prepare a variety of gourmet foods using appropriate methods and techniques. 	SE: 537-549 <i>Check This Out!</i> 414 TAE: A 414
5.2, 6.3	<ul style="list-style-type: none"> practice food presentation techniques. 	SE: 40, 537-539 <i>Applying Your Learning:</i> 45 <i>Meals with Appeal:</i> 537 TAE: TV 40 A 539 D 538
2.30, 6.3	<ul style="list-style-type: none"> demonstrate use of equipment, tools and supplies required by the industry. 	SE: 456-457, 458-459, 469, 470, 494 TAE: A 457, 459, 469, 494 D 458, 470
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. 	TAE: TM-64

Culinary 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. 	<p>SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504 <i>Making Connections:</i> 45, 87, 101, 125, 165, 189, 201, 213, 223, 239, 251, 261, 305, 319, 332, 376, 387, 409, 419, 505</p> <p>TAE: N/A</p>
2.37	<ul style="list-style-type: none"> • demonstrate employability and social skills relevant to the career cluster. 	<p>SE: <i>Developing Life Skills:</i> 32, 44, 56, 68, 86, 100, 112, 124, 136, 148, 164, 176, 188, 200, 212, 222, 238, 250, 260, 272, 290, 304, 318, 330, 346, 358, 376, 386, 396, 408, 416, 430 <i>Linking to the Workplace:</i> 31, 67, 99, 147, 187, 211, 249, 271 <i>Making Connections:</i> 45, 149, 189, 347, 409, 549</p> <p>TAE: CT 25 A 26</p>

National Standards for Family and Consumer Sciences Education

8. FOOD PRODUCTION AND SERVICES

STANDARDS	PAGE REFERENCES
<p>8.0 Integrate knowledge, skills, and practices required for careers in food production and services.</p> <p>8.1 Analyze career paths within the food production and food services industries.</p>	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
<p>8.2 Demonstrate food safety and sanitation procedures.</p>	<p>SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Tip:</i> 40, 381</p> <p>TAE: A 185, 441</p>
<p>8.3 Demonstrate selecting, using, and maintaining food production equipment.</p>	<p>SE: 456-457, 458-459, 469, 470, 494</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</p>
<p>8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.</p>	<p>SE: 168, 171-173, 195 <i>Applying Your Learning:</i> 177, 261, 319, 431 <i>Exploring Further:</i> 177 <i>Making Connections:</i> 149 <i>Nutrition on the Menu:</i> 207</p> <p>TAE: CT 480</p>

National Standards for Family and Consumer Sciences Education

8. FOOD PRODUCTION AND SERVICES

STANDARDS	PAGE REFERENCES
<p>8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.</p>	<p>SE: 287-288, 300-302, 315-316, 327-328, 342-344, 355-356, 381-384, 389-394, 402-406, 412-414, 422-428 <i>Now You're Cooking!</i> 55, 111, 135, 175, 221, 259, 289, 303, 317, 329, 345, 357, 372, 385, 395, 407, 415, 429</p> <p>TAE: A 302, 316</p>
<p>8.6 Demonstrate implementation of food service management functions.</p>	<p>Not covered in <i>Glencoe Nutrition and Wellness</i>.</p>
<p>8.7 Demonstrate the concept of internal external customer service</p>	<p>SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504</p>

National Standards for Family and Consumer Sciences Education

9. FOOD SCIENCE, DIETETICS, AND NUTRITION

STANDARDS	PAGE REFERENCES
<p>9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.</p> <p>9.1 Analyze career paths within the food science, dietetics, and nutrition industries.</p>	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
<p>9.2 Apply risk management procedures to food safety, food testing, and sanitation.</p>	<p>SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Tip:</i> 40, 381</p> <p>TAE: A 185, 441</p>
<p>9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.</p>	<p>SE: 25-28, 76-87, 88-101, 102-113, 114-125, 126-137, 138-155</p> <p>TAE: CT 82 D 26 E 130</p>
<p>9.4 Demonstrate basic concepts of nutritional therapy.</p>	<p>SE: 141-146</p> <p>TAE: A 141, 145 D 141</p>
<p>9.5 Demonstrate use of current technology in food product development and marketing.</p>	<p>SE: 59-64</p> <p>TAE: A 61</p>

National Standards for Family and Consumer Sciences Education

9. FOOD SCIENCE, DIETETICS, AND NUTRITION

STANDARDS	PAGE REFERENCES
9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.	SE: <i>Foods Lab</i> : 33, 45, 57, 69, 87, 101, 113, 125, 137, 149, 165, 177, 189, 201, 213, 223, 239, 251, 261, 273, 291, 305, 319, 331, 347, 359, 377, 387, 397, 409, 417, 431 TAE: N/A

National Standards for Family and Consumer Sciences Education

14. NUTRITION AND WELLNESS

STANDARDS	PAGE REFERENCES
<p>14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p>	<p>SE: 22-33, 76-87</p> <p>TAE: CT 25, 29, 38 D 27</p>
<p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life.</p>	<p>SE: 25-28, 76-87, 88-101, 102-113, 114-125, 126-137, 138-155</p> <p>TAE: CT 82 D 26 E 130</p>
<p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p>	<p>SE: 25-28, 76-87, 88-101, 102-113, 114-125, 126-137, 138-155</p> <p>TAE: CT 82 D 26 E 130</p>
<p>14.4 Evaluate factors that affect food safety, from production through consumption.</p>	<p>SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Tip</i> 40, 381</p> <p>TAE: A 185, 441</p>

National Standards for Family and Consumer Sciences Education

14. NUTRITION AND WELLNESS

STANDARDS	PAGE REFERENCES
14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.	SE: 65, 107, 185-186, 204, 343-344, 384, 414, 438-461, 471 <i>Tip:</i> 40, 381 TAE: A 185, 441

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: <i>Applying Your Learning:</i> 125, 291 <i>Making Connections:</i> 165</p> <p>TAE: N/A</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: <i>Applying Your Learning:</i> 69, 239, 251 <i>Exploring Further:</i> 125 <i>Making Connections:</i> 33, 165, 201, 261, 273, 291</p> <p>TAE: N/A</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 Connections:</i> 87, 125, 189, 213, 223, 251, 305, 319, 332, 387, 409, 419</p> <p>TAE: 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: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • E. <u>Speaking</u>—organizes ideas and communicates orally 	<p>SE: <i>Developing Life Skills:</i> 44, 86, 124, 164, 212, 222, 272, 304, 376, 408, 504</p> <p>TAE: N/A</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: <i>Developing Life Skills</i>: 44, 56, 68, 86, 100, 112, 124, 148, 176, 200, 222, 250, 272, 290, 304, 318</p> <p>TAE: N/A</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: <i>Exploring Further</i>: 125</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: <i>Developing Life Skills</i>: 44, 56, 68, 86, 100, 112, 124, 148, 176, 200, 222, 250, 272, 290, 304, 318</p> <p>TAE: N/A</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>Applying Your Learning</i>: 125, 331</p> <p>TAE: 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: <i>Applying Your Learning</i>: 33, 45, 57, 69, 87, 101, 113, 125, 137, 149, 165, 177, 189, 201, 213, 223, 239, 251, 261, 273, 291, 305, 319, 331, 347, 359, 377, 387, 397, 409, 417, 431</p> <p>TAE: N/A</p>

SCANS

A Three-Part Foundation

- F. Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem

SE: *Developing Life Skills:* 44, 56, 68, 86, 100, 112, 124, 148, 176, 200, 222, 250, 272, 290, 304, 318

TAE: N/A

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: 503, 504</p> <p>TAE: N/A</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: 30</p> <p>TAE: 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: 25, 100, 122, 290</p> <p>TAE: 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: <i>Careers in...</i> 67 <i>Developing Life Skills:</i> 32</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 187</p> <p>TAE: N/A</p>

SCANS	
Five Workplace Competencies	
Resources	PAGE REFERENCES
<p>Identifies, organizes, plans, and allocates resources</p> <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules 	<p>SE: 169, 173, 174 <i>Careers in...31</i> <i>Applying Your Learning:</i> 239 <i>Wellness Challenge:</i> 238 <i>Check This Out!</i> 169 <i>Developing Life Skills:</i> 44, 136, 176, 346, 504</p> <p>TAE: E 247 MA 248</p>
<ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives 	<p>SE: <i>Careers in...</i> 187</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	<p>SE: 456-457, 458-459, 469, 470, 494</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</p>
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>

SCANS	
A Three-Part Foundation	
Interpersonal	PAGE REFERENCES
<ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort 	<p>SE: <i>Making Connections:</i> 261</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: <i>Careers in...</i> 31, 67</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: 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: <i>Developing Life Skills:</i> 32, 56, 100, 136, 148, 200, 212, 260, 290, 304, 330, 418 <i>Wellness Challenge:</i> 386</p> <p>TAE: N/A</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: 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: <i>Careers in...</i> 31, 67, 99, 147, 187, 211, 249, 271</p> <p>TAE: N/A</p>

SCANS	
A Three-Part Foundation	
Information	PAGE REFERENCES
Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> 	SE: <i>Applying Your Learning:</i> 319 <i>Exploring Further:</i> 239, 273, 305 <i>Making Connections:</i> 69, 165, 177, 213 TAE: N/A
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: <i>Making Connections:</i> 69, 213 TAE: N/A
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: <i>Making Connections:</i> 69, 213 TAE: N/A
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: <i>Applying Your Learning:</i> 273 <i>Exploring Further:</i> 239, 251 TAE: N/A

SCANS	
A Three-Part Foundation	
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: 506-535</p> <p>TAE: N/A</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: 506-535</p> <p>TAE: N/A</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: 506-535</p> <p>TAE: N/A</p>

SCANS

A Three-Part Foundation

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: 456-457, 458-459, 469, 470, 494 <i>Exploring Further:</i> 239, 251</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</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: 456-457, 458-459, 469, 470, 494</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</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: 456-457, 458-459, 469, 470, 494</p> <p>TAE: A 457, 459, 469, 494 D 458, 470</p>

TWE Codes

A	Activity
CO	Check This Out
CT	Critical Thinking
D	Discuss
E	Emphasize
MS	More About the Food Supply
MA	More About Your Fitness Plan
TV	Teaching With Visuals

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	References to families can be found throughout the Student Edition. For examples, see pages 26, 38-39, 54, 167, 173, 176, and 177.
Childcare/Parenting	Not covered in <i>Glencoe Nutrition & Wellness</i> .
Child/Adolescent/Human Development	References to child development can be found throughout the Student Edition. For examples, see pages 113, 137, 223, and 419.
Interpersonal Relationships	Not covered in <i>Glencoe Nutrition & Wellness</i> .
Goal Setting/Decision Making	References to goal setting can be found throughout the Student Edition. For examples, see Student Edition pages 30, 32, 121, and 211. References to decision making can also be found throughout the Student Edition. For examples, see Student Edition pages 28-30.
Consumerism	References to consumerism related topics can be found throughout the Student Edition. For examples, see pages 179-189.

<p align="center">Content-Family and Consumer Science (continued)</p>	<p align="center">Comments</p>
<p>Foods/Nutrition</p>	<p>Unit 2, <i>Nutrition for Health</i>, provides an in-depth look at nutrition principles including nutrient sources and functions, the Dietary Guidelines, the Food Guide Pyramid, and special nutritional needs.</p>
<p>Apparel/Textiles</p>	<p>Not covered in <i>Glencoe Nutrition & Wellness</i>.</p>
<p>Housing Interiors</p>	<p>References to kitchen equipment can be found in the Student Edition on pages 462-477.</p>
<p>Hospitality Careers</p>	<p>Information on careers in hospitality and food service can be found in the Student Edition on page 211.</p>
<p>FCCLA; Family, Careers, Community Leaders of America</p>	<p>References to FCCLA can be found in the Teacher Annotated Edition on page TM-64.</p>

Instruction and Assessment	Comments
Identifies a Sense of Purpose	The opening pages of each chapter are designed to facilitate learning while also capturing interest. The objectives establish specific learner outcomes. The text, review questions, activities, and supplemental materials support these objectives. <i>"Do You Know..."</i> sparks students' interest by posing intriguing questions. Students will find the answers as they read the chapter. <i>Look for These Terms</i> identifies key terms introduced in the chapter.
Builds on Student Ideals	<i>Workplace Ethics</i> are discussed on Student Edition page 187.
Engages Students	The Student Edition is designed to be not only informative and educationally sound, but appealing and motivating. The text is written in a light, enthusiastic style to interest and motivate teens. The text's many colorful photographs, drawings, charts, and features add interest and capture students' attention, besides contributing educational value. The opening pages of each chapter are designed to facilitate learning while also capturing interest.
Develops Family & Consumer Science Ideas	The <i>Nutrition & Wellness</i> text meets the Family and Consumer Sciences Education National Standards for Nutrition and Wellness. Active learning, decision making, critical thinking, and problem solving are emphasized. The program also reinforces communication, management, and leadership skills, as well as academic skills.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	<p>The <i>"Do You Know..."</i> feature in the Student Edition chapter opening pages sparks students' interest by posing intriguing questions. Students will find the answers as they read the chapter. The <i>Developing Life Skills</i> feature in the Chapter Review & Activities in the Student Edition presents thought-provoking questions that help students develop the key skills of critical thinking, creative thinking, communication, leadership, and management. The <i>Critical Thinking</i> feature in the Teacher Annotated Edition poses questions aimed at helping students learn to critique, analyze, and interpret information.</p>
Assesses Student Progress	<p>The Teacher Resource Guide contains tests with objective and essay questions to assess student comprehension. The <i>ExamVIEW® Test Generator</i> on the <i>Effective Instruction CD-ROM</i> allows you to create customized tests. You can add and delete items from the test bank to fit your needs.</p>

Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	<p>The Student Edition is designed to be not only informative and educationally sound, but appealing and motivating. The text is written in a light, enthusiastic style to interest and motivate teens. The text's many colorful photographs, drawings, charts, and features add interest and capture students' attention, besides contributing educational value. The opening pages of each chapter are designed to facilitate learning while also capturing interest. The <i>Student Motivation Kit</i> is a collection of reproducible resources for classroom use. The Kit contains six individual booklets that provide information and learning tools. They can be used to supplement the text or as stand-alone units of study.</p>
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	<p>The reading level is appropriate for beginning high school students. To aid learning, content is logically organized and color headings clearly identify major topics and subtopics.</p>

<p style="text-align: center;">Instruction and Assessment (continued)</p>	<p style="text-align: center;">Comments</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided</p>	<p>The <i>ExamVIEW® Test Generator</i> on the <i>Effective Instruction CD-ROM</i> allows you to create customized tests. You can add and delete items from the test bank to fit your needs.</p>
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p>The Teacher Resource Guide contains tests with objective and essay questions to assess student comprehension. The <i>ExamVIEW® Test Generator</i> on the <i>Effective Instruction CD-ROM</i> allows you to create customized tests. You can add and delete items from the test bank to fit your needs. Suggestions for <i>Assessment Strategies</i> are given on page TM-19 in the Teacher Annotated Edition.</p>

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The <i>References</i> feature on pages TM-24 – TM-29 provides a list of web resources for related to <i>Nutrition & Wellness</i> .
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Nutrition & Wellness</i> has all of the right elements for your high school nutrition, wellness, and fitness courses. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Nutrition & Wellness</i> .
Differentiation techniques and activities suggested.	The <i>Teaching Strategies</i> section of the Teacher Annotated Edition includes suggestions for <i>Meeting Special Needs</i> on pages TM-20 and TM-21, and information on the <i>Eight Ways of Learning</i> on pages TM-22 and TM-23.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p>The <i>Nutrition & Wellness</i> text is divided into six units, plus the unique Food Preparation Handbook. Each unit has a distinctive theme and is divided into 4-6 chapters. Each chapter follows a straight forward format, beginning with <i>Objectives</i>, "<i>Do You Know...</i>", and <i>Look for These Terms</i>. Each chapter closes with <i>Chapter Review & Activities</i> pages which assess student mastery of chapter objectives.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>The opening pages of each chapter contain a <i>Look for These Terms</i> feature which identifies key terms introduced in the chapter. These terms are highlighted in bold type the first time they are used in the chapter. Definitions are italicized for easy identification. These terms and definitions are also included in the Glossary at the back of the book.</p>

Organization and Structure (continued)	Comments
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	The text's many colorful photographs, drawings, charts, and features add interest and capture students' attention, besides contributing educational value. Special "infographic" pages (such as page 60) combine visual and verbal techniques to concisely explain topics.
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>Nutrition & Wellness</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 nutrition and wellness course for your 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>Appendix</i> can be found on pages 550-559. The <i>Glossary</i> can be found on pages 560-565. The <i>Index</i> can be found on pages 566-576.

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Child & Adult Care Professionals</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.</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>Nutrition & Wellness</i> and the Kentucky Commercial Foods I, Commercial Foods II, and Culinary Skills courses 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>Teaching Tips and Lesson Plans can be found in the Teacher Resource Guide. The <i>Effective Instruction CD-ROM</i> contains Lesson Plans in Microsoft® Word.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p>The <i>Teaching Strategies</i> section of the Teacher Annotated Edition includes suggestions for <i>Meeting Special Needs</i> on pages TM-20 and TM-21, and information on the <i>Eight Ways of Learning</i> on pages TM-22 and TM-23.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Teaching Strategies</i> section of the Teacher Annotated Edition includes suggestions for <i>Meeting Special Needs</i> on pages TM-20 and TM-21, and information on the <i>Eight Ways of Learning</i> on pages TM-22 and TM-23.</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>The opening pages of each chapter contain a list of chapter <i>Objectives</i>. Common student errors, hints, and advice for lesson implementation can be found throughout the Teacher Annotated Edition. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the Teacher Annotated Edition. 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, the Teacher Annotated Edition, and the Teacher Resource Guide.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition, the Teacher Annotated Edition, and the Teacher Resource Guide.
Teacher resources are available online.	The <i>References</i> feature on pages TM-24 – TM-29 provides a list of web resources for related to <i>Nutrition & Wellness</i> .
Online resources available – Repeat of information in text.	The <i>Effective Instruction CD-ROM</i> contains Lesson Plans in Microsoft® Word. The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students.
Online resources available – Practice skills only.	The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students.
Online resources available – New application materials.	The <i>Effective Instruction CD-ROM</i> contains Lesson Plans in Microsoft® Word. The <i>Additional Child & Adult Care Resources</i> section in the IRG provides a list of Web sites that contain resources for you and your students.



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