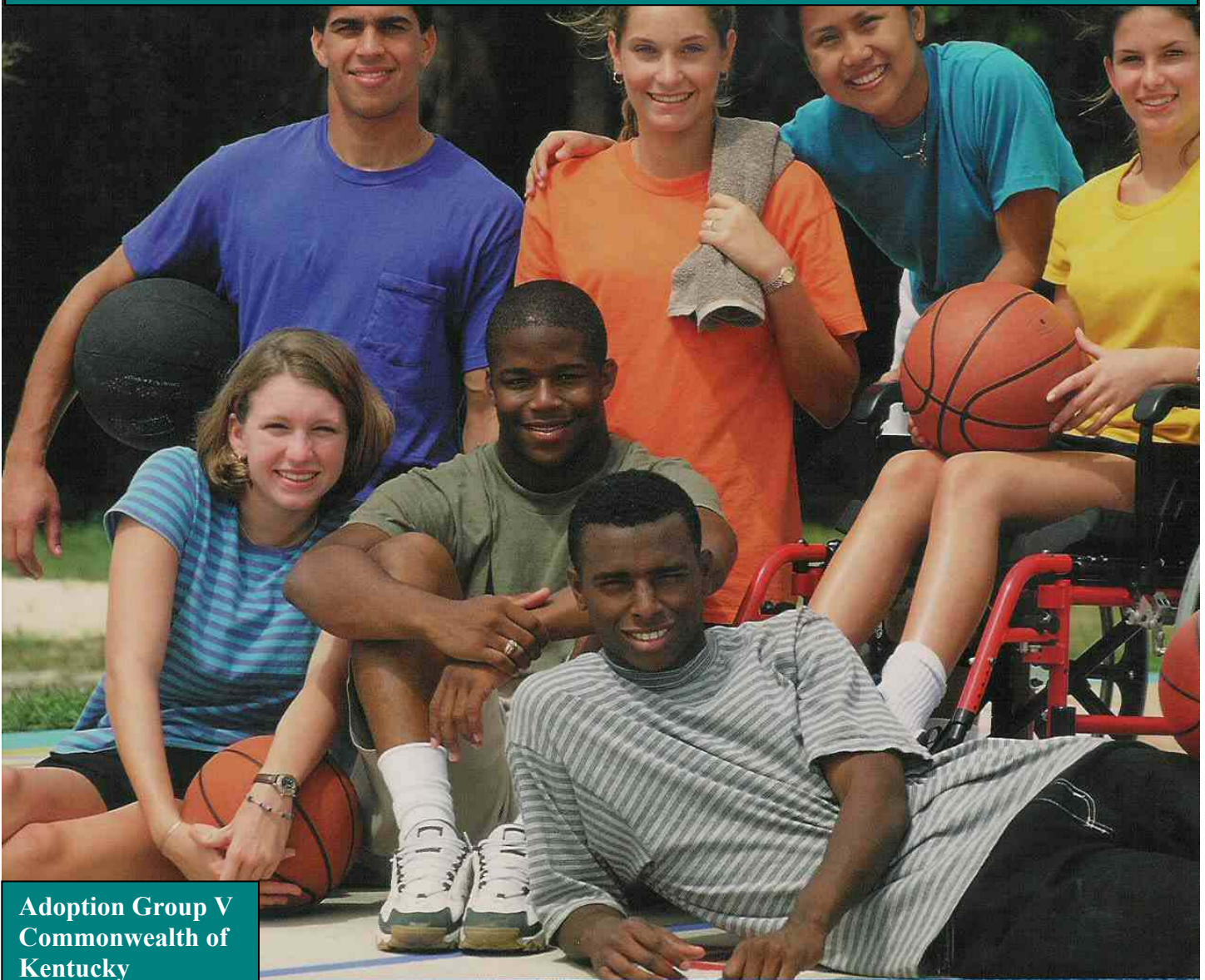


KENTUCKY

Glencoe

Today's Teen

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



Adoption Group V
Commonwealth of
Kentucky
2004-2010

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.29	<p>Students will:</p> <ul style="list-style-type: none"> examine different family structures. 	<p>SE: 197-200, 210</p> <p>TWE: DK 200 TO 201 CC 200</p>
2.29	<ul style="list-style-type: none"> identify developmental tasks of pre-adolescence and adolescence. 	<p>SE: 34-45</p> <p>TWE: AC 36 CC 36, 38 TA 40 CT 36 C 39 DA 36, 38, 42 HL 36, 41 WA 37</p>
5.5	<ul style="list-style-type: none"> assess personal use of time. 	<p>SE: 272-273, 275-277 <i>Making a Difference:</i> 278 <i>Take Note:</i> 274 <i>Try It Out:</i> 277</p> <p>TWE: CUC 277 TO 277 WA 275 CC 272 CT 273 DK 272 HL 274 KS 273, 275, 276 MN 273</p>
2.36	<ul style="list-style-type: none"> predict the employment outlook for a high school dropout. 	<p>SE: 77-78</p> <p>TWE: CT 77</p>

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.30	<ul style="list-style-type: none"> analyze factors that influence clothing choice. 	SE: 536-551 TWE: KS 539 MD 539, 541, 547 VA 537 DA 538 C 541
2.29	<ul style="list-style-type: none"> design a plan for care and storage of clothing. 	SE: 564-577 TWE: DA 566, 570 DK 567 CM 564 HL 568 KS 567, 571
5.2	<ul style="list-style-type: none"> use sewing machine to construct a textile project. 	SE: 581-587, 610 <i>Career Network:</i> 620 <i>How to...</i> 617 TWE: HT 617 MD 585
2.30	<ul style="list-style-type: none"> identify sources of teen income. 	SE: 284 TWE: DA 284
2.30	<ul style="list-style-type: none"> differentiate between wants and needs. 	SE: 61, 68 TWE: N/A

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.50	<ul style="list-style-type: none"> • apply consumer rights and responsibilities to practical situations. 	SE: 315-316 TWE: DA 316 KS 317 CC 316
1.16	<ul style="list-style-type: none"> • predict ways computers will affect daily and work life in the future. 	SE: 296-307 TWE: KS 301
5.4	<ul style="list-style-type: none"> • practice steps in setting and achieving goals. 	SE: 27-31 TWE: DA 30 HL 27, 31 KS 29, 31
2.29	<ul style="list-style-type: none"> • examine influences on food habits. 	SE: 416, 422 TWE: DA 416 CC 416
2.29	<ul style="list-style-type: none"> • plan healthy snacks using foods from the basic food groups. 	SE: 404-413, 488 TWE: CUC 487 KS 407 DK 489 L 407
1.9	<ul style="list-style-type: none"> • calculate calories needed according to weight. 	SE: 399 TWE: CC 400

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
5.3	<ul style="list-style-type: none"> explain the importance of eating breakfast. 	SE: 487 TWE: DA 486 CC 486
1.12	<ul style="list-style-type: none"> describe the correct and safe use of kitchen appliances. 	SE: 450-459 TWE: DA 453 DK 453 T 493
2.29	<ul style="list-style-type: none"> use rules of sanitation and cleanliness in the kitchen. 	SE: 460-469 TWE: CUC 463 DA 462 FA 465 HL 463, 467 TA 467
2.29	<ul style="list-style-type: none"> use correct methods/techniques in preparing food. 	SE: 460-469 TWE: CUC 463 DA 462 FA 465 HL 463, 467 TA 467
2.29	<ul style="list-style-type: none"> identify different types of housing. 	SE: 630-631 TWE: DA 630 DK 630, 631 KS 631

Introductory Life Skills		
ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.23	<ul style="list-style-type: none"> justify reasons for furniture/accessory placement in a room arrangement. 	SE: 645, 649 <i>How to...</i> 646 TWE: WA 645 KS 644
2.29	<ul style="list-style-type: none"> assess personal grooming habits. 	SE: 342-346 <i>How to...</i> 343 TWE: AC 343 CC 344 HT 343 DA 346
2.29, 4.3	<ul style="list-style-type: none"> examine qualities needed to maintain friendship. 	SE: 176, 185 TWE: CC 176 DA 176
2.29	<ul style="list-style-type: none"> practice appropriate social skills in a given situation. 	SE: 96, 347-349 TWE: WA 349
2.36	<ul style="list-style-type: none"> identify careers in Family and Consumer Sciences. 	SE: <i>Career Network:</i> 70-71, 114-115, 166-167, 228-229, 266-267, 334-335, 386-387, 446-447, 532-533, 620-621, 662-663 TWE: CAC 70, 114, 166, 228, 266, 334, 386, 446, 532, 620, 662

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: 664 TWE: N/A
2.8, 2.1, 4.1	<ul style="list-style-type: none"> apply math, science and communication skills within technical content. 	SE: 90-92, 130-141, 298 TWE: AC 91, 92, 97 DK 135 HL 92 KS 91, 133, 135
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relevant to the career cluster. 	SE: 81-82, 94-96 TWE: TA 95, 96 CC 82

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: 111</p> <p>TWE: CC 110 WA 111 E 112</p>
<p>1.2 Demonstrate transferable and employability skills in community and workplace settings.</p>	<p>SE: 88-101</p> <p>TWE: HL 90 CC 90 KS 91</p>
<p>1.3 Analyze the reciprocal impact of individual and family participation in community activities.</p>	<p>SE: 124-127 <i>Making a Difference:</i> 124</p> <p>TWE: AC 127 HL 124 KS 126</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: 299, 300, 326, 381-382, 489, 566, 539, 652-655</p> <p>TWE: KS 299, 327 CC 328 WA 329</p>
<p>2.2 Analyze the relationship of the environment to family and consumer resources.</p>	<p>SE: 127, 327-331 <i>Try It Out:</i> 328</p> <p>TWE: DA 127 I 127 CC 328, 330 TO 328</p>
<p>2.3 Analyze policies that support consumer rights and responsibilities.</p>	<p>SE: 315-316</p> <p>TWE: CC 316 FA 315</p>
<p>2.4 Evaluate the impact of technology on individual and family resources.</p>	<p>SE: 296-307 <i>Try It Out:</i> 299</p> <p>TWE: CC 301 KS 303 MD 305 TO 299</p>

National Standards for Family and Consumer Sciences Education

2. CONSUMER AND FAMILY RESOURCES

STANDARDS	PAGE REFERENCES
2.5 Analyze interrelationship between the economic system and consumer actions.	SE: 216, 310 TWE: CC 216, 310 DA 310
2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	SE: 216, 284-286 TWE: DA 216 DK 216, 284 FA 285 CC 284 KS 217

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: 198-199</p> <p>TWE: AC 199, 203 FA 199</p>
<p>6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.</p>	<p>SE: 199-200, 205-208, 626-627 <i>How to...</i> 626</p> <p>TWE: DK 234 KS 198 HL 626</p>

National Standards for Family and Consumer Sciences Education

12. HUMAN DEVELOPMENT

STANDARDS	PAGE REFERENCES
<p>12.0 Analyze factors that impact human growth and development.</p> <p>12.1 Analyze principles of human growth and development across the life span.</p>	<p>SE: 36-39, 234-241</p> <p>TWE: AC 36, 234 HL 36 KS 36 CC 38 DA 36</p>
<p>12.2 Analyze conditions that influence human growth and development.</p>	<p>SE: 37, 38-39, 239-241</p> <p>TWE: CC 239 DA 240 KS 39 MD 37</p>
<p>12.3 Analyze strategies the promote growth and development across the life span.</p>	<p>SE: <i>Safety First:</i> 38 <i>Tips:</i> 241</p> <p>TWE: AC 240 KS 39 CA 241 DK 241</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: 172-180, 198-203 <i>Try It Out:</i> 173</p> <p>TWE: FA 173 AC 172 TO 173 CC 175</p>
<p>13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.</p>	<p>SE: 172-176, 199</p> <p>TWE: FA 173 AC 172 TO 173</p>
<p>13.3 Demonstrate communication skills that contribute to positive relationships.</p>	<p>SE: 130-141, 172-174 <i>Try It Out:</i> 173</p> <p>TWE: DA 136 TO 173 DK 135 KS 133 TL 139</p>
<p>13.4 Evaluate effective conflict prevention and management techniques.</p>	<p>SE: 142-155</p> <p>TWE: DA 144 HL 146 KS 147, 150 TA 151</p>

National Standards for Family and Consumer Sciences Education

13. INTERPERSONAL RELATIONSHIPS

STANDARDS	PAGE REFERENCES
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.	SE: 65-67 <i>Take Note:</i> 66 TWE: KS 67 CC 66 TA 40, 66, 120, 151, 312, 331, 342, 367, 397, 420, 490, 543, 599, 614
13.6 Demonstrate standards that guide behavior in interpersonal relationships.	SE: 172-175 <i>Try It Out:</i> 173 TWE: KS 174 L 173 TO 173

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: 338-351, 352-363, 364-375, 376-385, 390-403, 405-413</p> <p>TWE: DA 395 KS 359 WA 349, 357, 397, 407</p>
<p>14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</p>	<p>SE: 406-408, 411, 420-421</p> <p>TWE: FA 421 WA 407</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: 414-423</p> <p>TWE: FA 421 TA 420 WA 417</p>
<p>14.4 Evaluate factors that affect food safety, from production through consumption.</p>	<p>SE: 431, 433, 462 <i>How to...</i> 499 <i>Sanitation in the Kitchen:</i> 464-465</p> <p>TWE: AC 462 DA 431 DK 499 FA 465</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: 431, 433, 462 <i>How to...</i> 499 <i>Sanitation in the Kitchen:</i> 464-465 TWE: CC 432, 462 T 465 DK 499

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: 259-263</p> <p>TWE: CC 260 KS 259 DA 261 FA 259 AC 260</p>
<p>15.2 Evaluate parenting practices that maximize human growth and development.</p>	<p>SE: 260-263</p> <p>TWE: HL 261 CC 260 DA 261 KS 261 AC 260</p>
<p>15.3 Evaluate external support systems that provide services for parents.</p>	<p>SE: 263</p> <p>TWE: E 264</p>
<p>15.4 Analyze physical and emotional factors related to beginning the parenting process.</p>	<p>SE: 258-259</p> <p>TWE: CC 258 FA 259 KS 259</p>

National Standards for Family and Consumer Sciences Education

16. TEXTILES AND APPAREL

STANDARDS	PAGE REFERENCES
<p>16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.</p> <p>16.1 Analyze career paths within the textiles and apparel design industry.</p>	<p>SE: <i>Career Network:</i> 620-621</p> <p>TWE: CC 620</p>
<p>16.2 Evaluate fiber and textiles materials.</p>	<p>SE: 552-563</p> <p>TWE: CC 557 DA 559 MD 557 TA 555 WA 557</p>
<p>16.3 Demonstrate apparel and textiles design skills.</p>	<p>SE: 540-541, 548-549 <i>The Effects of Color:</i> 546 <i>Using Color:</i> 544-545 <i>Using the Elements of Design:</i> 542-543</p> <p>TWE: AC 545 KS 541 CC 548 DA 549</p>

National Standards for Family and Consumer Sciences Education

16. TEXTILES AND APPAREL

STANDARDS	PAGE REFERENCES
<p>16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.</p>	<p>SE: 572-573, 590-605, 606-619 <i>How to...</i> 574 <i>Sewing Snaps, Hooks, and Eyes:</i> 575</p> <p>TWE: DK 575 FA 609 HL 612 HT 574 I 573</p>
<p>16.5 Evaluate elements of textiles and apparel merchandising.</p>	<p>SE: <i>Career Network:</i> 620-621</p> <p>TWE: CC 620</p>
<p>16.6 Evaluate the components of customer service.</p>	<p>SE: <i>Career Network:</i> 620-621</p> <p>TWE: CC 620</p>
<p>16.7 Demonstrate general operational procedures required for business profitability and career success.</p>	<p>SE: <i>Career Network:</i> 620-621</p> <p>TWE: CC 620</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: 90, 91 <i>Making Connections:</i> 227, 243</p> <p>TWE: CC 85, 90 KS 91</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: 90, 91 <i>Applying Your Learning:</i> 57, 87, 113, 129, 155, 165, 185, 211, 227, 255, 281, 307, 333, 403, 469, 605 <i>Making Connections:</i> 57, 265, 307, 351, 459</p> <p>TWE: CC 85, 90 KS 93 E 86, 184 C 185 HL 96</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: 90, 92 <i>Applying Your Learning:</i> 101 <i>Making Connections:</i> 69, 295, 363, 385, 403, 423, 435, 445, 483, 495, 519, 551, 577, 589, 605, 637, 649, 661</p> <p>TWE: CC 90 AC 92 HL 98</p>
<ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues 	<p>SE: 90, 92, 136-137, 138</p> <p>TWE: CC 90</p>

SCANS	
A Three-Part Foundation	
Basic Skills	PAGE REFERENCES
<ul style="list-style-type: none"> E. <u>Speaking</u>—organizes ideas and communicates orally 	<p>SE: 90, 91-92 <i>Making Connections:</i> 195, 619</p> <p>TWE: CC 90 KS 31 TA 40</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: 92-94 <i>Thinking Critically:</i> 33, 45, 57, 69, 87, 101, 113, 129, 140-141, 155, 165, 185, 195, 211, 227, 243, 255, 265, 280, 295, 307, 333, 351, 363, 375, 385, 402, 413, 423, 435, 445, 459, 469, 483, 495, 507, 519, 531, 551, 562, 577, 589, 605, 619, 637, 649</p> <p>TWE: KS 31 TA 40 DA 50 KS 55</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: 60, 62-64, 65 <i>Thinking Critically:</i> 637</p> <p>TWE: TA 30 KS 31 DA 30</p>
<ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action 	<p>SE: 64, 93</p> <p>TWE: DA 54, 90 HL 95</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 Connections:</i> 101</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: 49, 96</p> <p>TWE: DK 95</p>

SCANS	
A Three-Part Foundation	
Thinking Skills	PAGE REFERENCES
<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: <i>Thinking Critically:</i> 33, 45, 57, 69, 87, 101, 113, 129, 140-141, 155, 165, 185, 195, 211, 227, 243, 255, 265, 280, 295, 307, 333, 351, 363, 375, 385, 402, 413, 423, 435, 445, 459, 469, 483, 495, 507, 519, 531, 551, 562, 577, 589, 605, 619, 637, 64</p> <p>TWE: DA 94</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: 60-61, 65-67, 95, 201, 206</p> <p>TWE: KS 93, 200</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: 40, 95, 96</p> <p>TWE: CC 40</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: 95, 96 <i>Tips:</i> 99</p> <p>TWE: DA 94 TA 95</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: 52, 95, 96</p> <p>TWE: KS 93, 200</p>
<ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action 	<p>SE: 51, 52, 95, 96</p> <p>TWE: KS 49 CC 48</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: 273, 275 <i>Take Notes:</i> 274 TWE: KS 93, 273
<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: 284-286 <i>Applying Your Learning:</i> 295 TWE: BA 284 CC 286
<ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently 	SE: 97-98 TWE: CC 98
<ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback 	SE: 24 TWE: HL 95

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: 98-99 <i>Applying Your Learning:</i> 101</p> <p>TWE: TA 40, 66, 90, 120, 151, 312, 331, 342, 367, 397, 420, 490, 543, 599, 614 DA 94</p>
<ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> 	<p>SE: <i>Applying Your Learning:</i> 129, 155 <i>Tips:</i> 303</p> <p>TWE: TA 66</p>
<ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations 	<p>SE: <i>Career Network:</i> 114</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: 65, 67, 98-99 <i>Take Note:</i> 66</p> <p>TWE: KS 67 L 173 TA 66</p>
<ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests 	<p>SE: 150-151</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</p> <p>TWE: 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: 312 <i>Applying Your Learning:</i> 563 TWE: DK 95 CC 302 TA 303
<ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> 	SE: 98 TWE: TA 303
<ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> 	SE: 98 TWE: DK 95 HL 95
<ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> 	SE: 84, 300, 301 TWE: DK 95 CC 98, 302

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: 99</p> <p>TWE: DK 99 AC 99 CC 298</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: 99</p> <p>TWE: KS 301 CC 304</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: 99 <i>Applying Your Learning:</i> 307</p> <p>TWE: KS 303</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: 99, 301-305 <i>Making Connections:</i> 295</p> <p>TWE: DK 99</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: 99</p> <p>TWE: AC 302</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: 298-301</p> <p>TWE: AC 302 KS 303</p>

TWE Codes

AC	Across the Curriculum
BA	Balance Sheet Activity
BT	Building Thinking Skills
C	Communication
CM	Community as Classroom
CAC	Career Connections
CC	Comprehensive Check
CT	Critical Thinking
CUC	Cultural Connections
DA	Discussion Activity
DK	Did You Know?
E	Enrichment
FA	Family Activity
HL	Hands-On Learning
HT	How to...
I	Internet
KS	Key Skills
L	Leadership
MD	Meeting Diverse Needs
T	Technology
T	Technology
TA	Teamwork Activity
TL	Thinking Lab
TO	Try It Out
VA	Vocabulary Activity
WA	Wellness Activity

Family and Consumer Services Evaluation Tool

Content–Family & Consumer Science	Comments
Family	Chapter 14, <i>Building Strong Families</i> , and Chapter 15, <i>Family Changes and Challenges</i> , provide instruction on families.
Childcare/Parenting	Chapter 17, <i>Caring for Children</i> , provides instruction on childcare, and Chapter 18, <i>Understanding Parenting</i> , provides instruction on parenting.
Child/Adolescent/Human Development	Chapter 2, <i>Growing and Changing</i> , provides instruction on adolescent development. Chapter 16, <i>How Children Grow</i> , provides instruction on child development.
Interpersonal Relationships	Unit 3, <i>Building Relationship Skills</i> , provides instruction on interpersonal relationships.
Goal Setting/Decision Making	Chapter 1, <i>Reaching Your Potential</i> , provides instruction on goal setting and decision making.
Consumerism	Chapter 22, <i>Making Consumer Choices</i> , provides instruction on consumerism.
Foods/Nutrition	Unit 8, <i>Food and Nutrition</i> , provides instruction on foods and nutrition.

Content-Family & Consumer Science (continued)	Comments
Apparel/Textiles	Unit 10, <i>Clothing</i> , provides instruction on apparel and textiles.
Housing Interiors	Unit 11, <i>Housing and Interiors</i> , provides instruction on housing and interiors.
Hospitality Careers	The <i>Career Network</i> feature found on pages 446-447 in the Student Edition provides information about hospitality careers.
FCCLA; Family, Careers, Community Leaders of America	References to FCCLA can be found in the Student Edition on page 664.

Instruction and Assessment	Comments
Identifies a Sense of Purpose	The opening pages of each chapter are designed to facilitate learning while capturing student interest. Key components of the chapter opening pages include <i>You Will Learn...</i> which offers teen-friendly objectives for why students should read the chapter, <i>Terms to Learn...</i> which lists the vocabulary terms found in the chapter, and <i>Imagine...</i> which provides thought-provoking scenarios related to the chapter content. <i>Think About</i> questions in the <i>Imagine...</i> feature relate to the scenario, and also draw students into the chapter content.

Instruction and Assessment (continued)	Comments
Builds on Student Ideals	References to ethical actions can be found in the Student Edition on pages 51, 52, 95, and 96. In addition, special infographic illustrations found throughout the Student Edition teach key principles and processes by combining visual and text presentations.
Engages Students	<i>Today's Teen</i> offers a fresh, contemporary design complemented by hundreds of colorful illustrations that portray teens in realistic situations. Many captions provide more than just information. Special infographic illustrations teach key principles and processes by combining visual and text presentations.
Develops Family & Consumer Science Ideas	<i>Today's Teen</i> embraces the essence of the Family and Consumer Sciences National Standards. These standards emphasize the critical importance of four fundamental educational processes for obtaining, analyzing, and using course content. These processes include thinking, communication, leadership, and management. The scope of <i>Today's Teen</i> lays the groundwork for the use of process skills in helping students transition into their adult lives. As students examine issues regarding adolescent roles and responsibilities, they integrate the process skills as they student content and perform various activities.

Instruction and Assessment (continued)	Comments
Promotes Student Thinking	Several sections found in the <i>Chapter Review & Activities</i> pages at the end of each chapter promote student thinking. The <i>Thinking Critically</i> section presents thought-provoking questions that help students develop critical and creative thinking skills. The <i>What Would You Do?</i> section supplies problem-solving activities in scenario format that involve decision-making skills.
Assesses Student Progress	The <i>ASSESS</i> feature in the Teacher Wraparound Edition contains activities for completing each chapter and assessing student comprehension. The <i>Today's Teen Teacher Resource Guide</i> contains reproducible chapter tests which offer several types of questions, such as matching, multiply choice, true/false, completion, short answer, or essay. Various <i>Assessment Strategies</i> and their advantages and disadvantages are discussed on pages TM-29 and TM-30 in the Teacher Wraparound Edition. The interactive <i>ExamVIEW® Test Generator</i> found on the <i>Using Effective Instruction CD-ROM</i> can help you create tests with ease. Choose from hundreds of test items, or add questions of your own. You can arrange the items in any order to create multiple versions of the same test. Answers for all test items are included.

Instruction and Assessment (continued)	Comments
<p>Enhances The Learning Environment</p>	<p>This new edition of <i>Today's Teen</i> has kept its practical, hands-on nature while reflecting the latest trends in education and updated content. The upbeat, reader-friendly tone and lively visual program make learning a positive experience for students.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p>The student edition is written at a comfortable reading level for the <i>Today's Teen</i> student.</p>
<p>Commonwealth Accountability Testing System (CATS) “like” Assessment is provided.</p>	<p>The interactive <i>ExamVIEW® Test Generator</i> found on the <i>Using Effective Instruction CD-ROM</i> can help you create tests with ease. Choose from hundreds of test items, or add questions of your own. You can arrange the items in any order to create multiple versions of the same test. Answers for all test items are included.</p>

Instruction & Assessment (continued)	Comments
<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 <i>ASSESS</i> feature in the Teacher Wraparound Edition contains activities for completing each chapter and assessing student comprehension. The <i>Today's Teen Teacher Resource Guide</i> contains reproducible chapter tests which offer several types of questions, such as matching, multiply choice, true/false, completion, short answer, or essay. Various <i>Assessment Strategies</i> and their advantages and disadvantages are discussed on pages TM-29 and TM-30 in the Teacher Wraparound Edition. The interactive <i>ExamVIEW® Test Generator</i> found on the <i>Using Effective Instruction CD-ROM</i> can help you create tests with ease. Choose from hundreds of test items, or add questions of your own. You can arrange the items in any order to create multiple versions of the same test. Answers for all test items are included.</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p>The <i>Technology</i> features found throughout the Teacher Wraparound Edition suggest ways to use today's technology as learning tools.</p>

Instruction and Assessment (continued)	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p>Educational excellence is the guiding force behind this carefully planned and designed program. The solid content is written in an upbeat and informative manner that captures student interest and motivates learning. Written at a comfortable reading level for the <i>Today's Teen</i> student, this logically organized content is highlighted by the use of colorful headings that identify major topics and subtopics. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Today's Teen</i>.</p>
<p>Differentiation techniques and activities suggested</p>	<p>The <i>Meeting Diverse Needs</i> activities found throughout the Teacher Wraparound Edition suggest ways to enhance learning or adapt lessons for various learning styles.</p>

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p>The new text organization offers even more flexibility in teaching than previous editions. Broken down into shorter, content-specific units, the Seventh Edition of <i>Today's Teen</i> allows you to more easily use the units and chapters you need in the sequence that best suits your course.</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>Terms to Learn...</i> component which lists the vocabulary terms found in the chapter. These terms are found in bold-face type where they are defined in the chapter.</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><i>Today's Teen</i> offers a fresh, contemporary design complemented by hundreds of colorful illustrations that portray teens in realistic situations. Many captions provide more than just information. Special infographic illustrations teach key principles and processes by combining visual and text presentations.</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>Today's Teen</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 665-673. A Spanish Glossary, <i>Glosario</i>, can be found on pages 674-685. The <i>Index</i> can be found on pages 686-699.</p>

Organization and Structure (continued)	Comments
<p>Employs accurate grammar and spelling.</p>	<p><i>Today's Teen</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>Today's Teen</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>Instructional plans for each section in the Student Edition are contained in the IRG. Each <i>Instructional Plan</i> includes suggestions for using additional resources and integration of technology.</p>

Resource Materials (continued)	Comments
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	The <i>Meeting Individual Needs and Learning Styles</i> section of the Teacher Wraparound Edition offers suggestions for providing a positive learning environment for all students in your classroom. Included in this section is an <i>Eight Ways of Learning</i> chart that will help you meet the diverse needs of your students, and tips for <i>Meeting Special Needs</i> .
Extension activities including adaptations and accommodations for students with special needs.	The <i>Meeting Individual Needs and Learning Styles</i> section of the Teacher Wraparound Edition offers suggestions for providing a positive learning environment for all students in your classroom. Included in this section is an <i>Eight Ways of Learning</i> chart that will help you meet the diverse needs of your students, and tips for <i>Meeting Special Needs</i> .
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 and a brief description of the section content. Common student errors, hints, and advice for lesson implementation can be found throughout the IRG. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the IRG. 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 Teacher Wraparound Edition.
Integration opportunities suggested and examples given.	Integration opportunities are suggested and examples are given throughout the Student Edition and the Teacher Wraparound Edition.
Teacher resources are available online.	The <i>Technology</i> features found throughout the Teacher Wraparound Edition suggest ways to use today's technology as learning tools.
Online resources available – Repeat of information in text.	The <i>Technology</i> features found throughout the Teacher Wraparound Edition suggest ways to use today's technology as learning tools.
Online resources available – Practice skills only.	The <i>Technology</i> features found throughout the Teacher Wraparound Edition suggest ways to use today's technology as learning tools.
Online resources available – New application materials.	The <i>Technology</i> features found throughout the Teacher Wraparound Edition suggest ways to use today's technology as learning tools.



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