LIFEPAC®



ELECTIVE

TEACHER'S GUIDE

Family and Consumer Science | Solution Key

AOP

FAMILY AND CONSUMER SCIENCE 9800

Teacher's Guide

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FAMILY AND CONSUMER SCIENCE 9800

LIFEPAC® Overview

CONSUMER MATHEMATICS SCOPE & SEQUENCE

Unit 1	PHYSICAL & MENTAL HEALTH • Factors that influence health • The role of nutrition • Healthy interactions • Social health • Handling emotions • Drug use and abuse
Unit 2	NUTRITION & MEAL PLANNING • The science of nutrition • Choosing the right foods • Stocking a healthy kitchen • Using MyPlate • Developing a food budget
Unit 3	FOOD SAFETY AND PREPARATION • Food storage and kitchen safety • Cooking starches • Cooking meats • Preparing fruits and vegetables • Baking basics
Unit 4	HOME CARE AND MAINTENANCE • Daily and weekly household chores • Cleaning supplies and safety • Home maintenance basics • Auto care and maintenance
Unit 5	INTERIOR HOME DESIGN • Finding your style • Popular design and furniture styles • Exploring colors and textures • Arranging furniture for style and function • Home decor
Unit 6	MONEY MANAGEMENT • Renting vs. buying a home • Common monthly expenses • Developing a budget • Smart shopping • Emergency savings
Unit 7	GOALS AND CAREER PLANNING • Adult responsibilities • Goal setting strategies • Developing lifestyle goals • Researching careers • Setting career goals
Unit 8	HYGIENE AND YOUR HEALTH • How hygiene impacts health • Six areas of focus for personal hygiene • Personal hygiene practices • Hygiene in the home
Unit 9	INTERPERSONAL RELATIONSHIPS AND FAMILIES • Forming relationships • Showing empathy and handling conflict • Family structures and roles • Functions of a family • The family life cycle
Unit 10	FAMILY AND CONSUMER SCIENCE REVIEW • Healthy living • Adult responsibilities • Personal relationships • Strengthening the family

STRUCTURE OF THE LIFEPAC CURRICULUM

The LIFEPAC curriculum is conveniently structured to provide one Teacher's Guide containing teacher support material with answer keys and ten student worktexts for each subject at grade levels 2 through 12. The worktext format of the LIFEPACs allows the student to read the textual information and complete workbook activities all in the same booklet. The easy-to-follow LIFEPAC numbering system lists the grade as the first number(s) and the last two digits as the number of the series. For example, the Language Arts LIFEPAC at the 6th grade level, 5th book in the series would be LAN0605.

Each LIFEPAC is divided into three to five sections and begins with an introduction or overview of the booklet, as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention, and reading skills.

Each activity or written assignment in grades 2 through 12 has a number for easy identification, such as 1.1. The first number corresponds to the LIFEPAC section and the number to the right of the decimal is the number of the activity.

Teacher checkpoints, which are essential to maintain quality learning, are found at various locations throughout the LIFEPAC. The teacher should check 1) neatness of work and penmanship, 2) quality of understanding (tested with a short oral quiz), 3) thoroughness of answers (complete sentences and paragraphs, correct spelling, etc.), 4) completion of activities (no blank spaces), and 5) accuracy of answers as compared to the answer key (all answers correct).

The self test questions in grades 2 through 12 are also number-coded for easy reference. For example, 2.015 means that this is the 15th question in the self test of Section 2. The first number corresponds to the LIFEPAC section, the zero indicates that it is a self test question, and the number to the right of the zero the question number.

The LIFEPAC test is packaged at the back of each LIFEPAC. It should be removed and put aside before giving the booklet to the student for study.

Answer and test keys in grades 2 through 12 have the same numbering system as the LIFEPACs. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

A thorough study of the Scope & Sequence by the teacher before instruction begins is essential to the success of the student. The teacher should become familiar with expected skill mastery and understand how these grade-level skills fit into the overall skill development of the curriculum. The teacher should also preview the objectives that appear at the beginning of each LIFEPAC for additional preparation and planning.

TEACHING SUPPLEMENTS

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be dupli- cated at the convenience of the teacher. The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades as previously discussed. The student's self test scores should be posted as percentage grades. When the LIFEPAC is completed, the teacher should average the self test grades, multiply the average by .25, and post the points in the box marked self test points. The LIFEPAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAC was completed.

The Student Record Book which was specifically designed for use with the Alpha Omega curriculum provides space to record weekly progress for one student over a nine-week period as well as a place to post self test and LIFEPAC scores. The Student Record Books are available through the current Alpha Omega catalog; however, unlike the enclosed forms these books are not for duplication and should be purchased in sets of four to cover a full academic year.

Student Name _____ Year _____

Family and Consumer Science

LP	Self Test Scores by Sections 1	2	3	4	5	Self Test Points	LIFEPAC Test	Oral Points	Report Points	Final Grade	Date
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											

INSTRUCTIONS FOR CONSUMER MATHEMATICS

The LIFEPAC curriculum from grades 2 through 12 is structured so that the daily instructional material is written directly into the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, complete teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and develop additional learning activities as desired. Teachers working with several students may schedule their time so that students are assigned to a quiet work activity when it is necessary to spend instructional time with one particular student.

Family and Consumer Science is a life skills course that teaches important concepts and skills high school students can begin practicing now as they prepare to become independent adults. Covering topics ranging from developing healthy eat habits to interior home design to creating a budget and managing money, the 10-unit course provides a detailed foundation for students to successfully transition to adulthood.

Any workbook assignment that can be supported by a real-world experience will enhance the student's ability to problem solving and apply their learning. Many traditional schools no longer provide home economics curriculum, so this curriculum provides a unique opportunity for students to learn valuable, practical skills they will be able to apply to real life.

The Teacher Notes sections of the Family and Consumer Science Teacher's Guide includes the following teacher aids: Suggested and Required Material (supplies), Additional Learning Activities, and Answer Keys.

FAMILY AND CONSUMER SCIENCE 9801

Unit 1: Physical and Mental Health

TEACHER NOTES

MATERIALS NEEDED FOR LIFEPAC	
Required	Suggested
• Internet access • Notebook or journal • Writing utensil	• Presentation software or posterboard and supplies

ADDITIONAL LEARNING ACTIVITIES

Section 1: Living a Healthy Lifestyle

This section of the student book introduces factors that influence wellness, the role of nutrition in overall health and prevention of illness and disease, the role of physical fitness in wellness, including different types of exercise and their impact, and the different types of health care services for preventative health and personal health care. The following activities may be used as extended learning opportunities.

Activity 1 — Wellness Decision-Making a journal

Have students create a wellness decision-making journal where they document various decisions they make regarding their physical, mental, emotional, and social well-being. Encourage them to reflect on the factors influencing their decisions, such as age, diet, exercise, environment, genetics, stress, and relationships. They can analyze the consequences of their decisions on their overall health and wellness. This activity fosters critical thinking, self-awareness, and mindfulness in making healthy choices.

Activity 2 — Community Health Analysis Project

Assign students the task of researching and analyzing the health status of a local community or population group. They can gather data on factors such as rates of disease, injury, death, health care costs, and access to health care services. Students should explore how lifestyle choices impact community health and compare the outcomes of healthy versus unhealthy populations. Additionally, they can investigate initiatives or programs aimed at promoting health and preventing disease within the community. This project encourages students to understand the broader implications of individual health choices on society and the economy.

Section 2: Healthy Interactions

This section of the student book introduces students to the components of healthy interactions, including factors that influence social and emotional health, healthy communication strategies, and the keys to competent communications. The following activities may be used as extended learning opportunities.

- Research: Utilize MyPlate resources and other reputable sources to understand daily food group requirements and portion sizes.
- Meal Plan: Create a meal plan for breakfast, lunch, dinner, and snacks for each day of the week.
- Shopping List: Compile a detailed shopping list based on the meal plan, considering portion sizes and perishability.
- Budgeting: Estimate the cost of groceries for the week, considering budget constraints.
- Preparation: Outline basic cooking or preparation steps for each meal, identifying time-saving strategies.

Activity 2 — Examine Food Marketing and Psychological Appeals
Students will examine the impact of food advertising and recognize persuasive techniques used in marketing. This can be completed as a research project or presentation activity.

The steps for this activity include:

- Advertisement Analysis: Students will collect various food advertisements from different sources (TV, social media, print).
- Identifying Appeals: Analyze advertisements to identify emotional appeals (e.g., happiness, belonging, health).
- Deconstructing Claims: Evaluate the validity of advertising claims and their alignment with nutritional facts.
- Creation of Counter Advertisements: In response to observed tactics, students will create their own advertisements promoting healthy food choices using researched nutritional benefits.

Administer the LIFEPAC Test.
The test is to be administered in one session. Give no help except with directions.
Evaluate the tests and review areas where the students have done poorly.
Review the pages and activities that stress the concepts tested.

ANSWER KEYS

SECTION 1

1.1 c. feather duster
1.2 b. microfiber cloth
1.3 c. dust mop
1.4 a. plunger
1.5 b. handheld vacuum
1.6 c. carpet shampooer
1.7 a. vacuum
1.8 c. cleaning the refrigerator
1.9 c. white vinegar and water
1.10 b. soak in warm, soapy water
1.11 b. place them in a laundry basket
1.12 a. white vinegar
1.13 b. baking soda, hydrogen peroxide, and dish soap
1.14 c. baking soda
1.15 b. squeegeeing the glass doors
1.16 c. put them in a laundry basket
1.17 c. use baking soda and hot water
1.18 b. picking up items and clearing trash
1.19 True
1.20 True
1.21 False
1.22 True
1.23 False
1.24 True
1.25 True
1.26 False
1.27 False
1.28 True
1.29 False
1.30 True
1.31 Teacher check.
1.32 Teacher check.
The text describes alternatives of using the self-cleaning feature of many ovens or allowing a store-bought oven cleaner or homemade cleaning solution to set for 15-20 minutes before wiping down surfaces with a microfiber cloth.
1.33 Teacher check.
The text describes beginning with cleaning the sink and countertops with cleaning solution, cleaning mirrors, and then cleaning the shower and/or bathtub, then cleaning the toilet, including the exterior, and finally wiping down walls and floors.

SECTION 3

3.1 True
3.2 True
3.3 False
3.4 False
3.5 True
3.6 False
3.7 False
3.8 a. Needs are essential, wants are optional.
3.9 b. By tracking spending patterns and identifying areas of overspending.
3.10 c. Shopping with a list
3.11 c. Credit card usage leads to accumulating interest costs
3.12 c. Comparing prices and looking for coupons.
3.13 b. Delayed achievement of financial goals.
3.14 c. meeting essential needs first
3.15 True
3.16 True
3.17 True
3.18 True
3.19 True
3.20 a. avoid unnecessary expenses
3.21 d. costly damages
3.22 c. cover repairs or replacements for defective parts
3.23 b. by comparing the price of the product and the price of the warranty
3.24 d. Read all sections carefully
3.25 c. cover the product beyond the original warranty's terms
3.26 True
3.27 True
3.28 False
3.29 Fa;se
3.30 False
3.31 True
3.32 False
3.33 Teacher check.
Response should explain how automobile tasks like changing the oil and other maintenance can prevent major repairs that cost a great deal more down the road. Similarly, caring for a home prevents future repairs and can increase the value of the home.
3.34 Teacher check.
Example response may describe that similar to maintaining a home or an automobile, caring for one's body can help prevent damage, in this case, illness or disease. Eating a healthy diet with the recommended daily nutrients, seeing a doctor regularly, exercising, and practicing good hygiene will reduce chances of disease and illness.
3.35 Teacher check.
Response should include examples of emergencies that can result in large expenses, such as a large automobile repair, medical expenses from injury or illness, veterinary bills, etc. Student should explain that an emergency fund will ensure the money is there to pay so credit doesn't need to be used or funds aren't used that are budgeted for other purposes.

LIFEPAC TEST

1. f. social health
2. a. empathy
3. h. net income
4. j. focal point
5. d. body language
6. i. occupation
7. b. role
8. g. fortified foods
9. e. hypoallergenic
10. c. self-esteem
11. True
12. True
13. True
14. False
15. True
16. False
17. False
18. False
19. True
20. True
21. a. Personality
22. c. tools
23. b. nutrients
24. c. daily
25. a. body
26. a. utility
27. c. net worth
28. a. measurable
29. b. education
30. b. a specific order
31. b. necessities
32. b. activities
33. Teacher check.
Examples could include preventing the spread of germs, bacteria, viruses, fungi, and parasites, preventing illness, feeling good about your appearance, etc.
34. Teacher check.
Examples could include building social health and/or emotional health, learning communication strategies to build social skills, and demonstrating good manners to show respect for others.



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