



Goodheart-Willcox Publisher

**Correlations to the West Virginia Content Standards and Objectives and
21st Century Learning Evaluation Criteria**

**Subject Area: Family & Consumer Sciences
Course: BASE (Life Basics)
Grades 6-8**

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GENERIC EVALUATION CRITERIA
2010-2015
BASE
(Life Basics)
Grades 5-8

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
<u>Yes</u>			I. INTER-ETHNIC The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
<u>Yes</u>			II. EQUAL OPPORTUNITY The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

links to subject-related Web sites.		<p>tools)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication, information processing and research tools (such as word processing, e-mail, groupware, presentation, Web development, Internet search tools) <input type="checkbox"/> Personal development and productivity tools (such as e-learning, time management/calendar, collaboration tools) 							
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	B. Scientifically-Based Research Strategies							
Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio Teacher's Resource CD	1. provide explicit instructional strategies to present varied teaching models including but not limited to webbing, mapping, Venn diagrams and inverted pyramids.							
155-156, all Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio Teacher's Resource CD	2. promote writing skills and study techniques .							
Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio Teacher's Resource CD	3. present varied teaching models with emphasis on differentiated instruction in content, process, and product.							
	C. Critical Thinking							
All Lesson objectives, such as page 12 All end of Topic sections, such as pages 65-67	1. emphasize questioning models to promote higher order thinking skills based on Bloom's Taxonomy.							
All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio Teacher's Resource CD	2. promote student-generated responses.							
	D. Life Skills							

118-193, 454-505	1. address life skills (e.g., health related concepts, goal setting, application to career oriented goals, reference tools, and researching).						
49-56, 118-148 All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	2. address habits of mind activities (e.g., literacy skills, interpersonal communications, problem solving, and self-directional skills).						
E. Classroom Management							
All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	1. include opportunities for large group, small group, and independent learning.						
Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	2. provide classroom management suggestions.						
Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	3. provide suggestions for differentiated instruction (e.g., practice activities, learning stations, assessment, lesson plans).						
F. Instructional Materials							
Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	1. address varied learning styles and multiple intelligences of students by including models.						
All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio	2. provide extensive and varied opportunities to practice skills.						

<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio</p>	<p>3. provide intervention, practice, and enrichment materials.</p>						
<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio</p>	<p>4. continue skill or strategy instruction across several instructional sessions to expand the applicability and utility of the skill or strategy.</p>						
<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio</p>	<p>5. connect previously taught skills and strategies with new content and text.</p>						
<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio</p>	<p>6. cumulatively build a repertoire of multiple strategies that are introduced, applied, and integrated throughout the course of study.</p>						
	G. Assessment						
<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio ExamView Assessment Suite</p>	<p>1. provide opportunities for assessment based on performance-based measures, open-ended questioning, portfolio evaluation, rubrics, and multimedia simulations.</p>						
<p>All Check boxes, such as page 18, and end of Topic sections, such as pages 65-67 Student Activity Guide Teacher's Annotated Edition Teacher's Resource Guide Teacher's Resource Portfolio</p>	<p>2. provide on-going progress monitoring.</p>						

ExamView Assessment Suite								
Teachers Resource Guide, Portfolio, and CD: pages 25-27	3. provide rubric-based differentiated assessment.							

BASE
(Life Basics)
Grades 5-8

The student will focus on a variety of life skills and abilities that will assist in development of responsibility and self disciplined behaviors. The student will work through many decision making and problem solving situations in areas of career awareness, life style choices, community involvement, lifetime relationships, consumer skills, enhancing communication, managing one's health, leadership, and citizenship. Students will utilize problem solving techniques and participate in hands-on activities. Teachers should provide each student with real world learning opportunities and instruction. Students will become members of a local student organization, such as FCCLA. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards and objectives.

Standard: 1 Leadership, Citizenship, and Teamwork Skills

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the family, workplace, and global community.

Standard: 2 Personal Development/Family Relationships

Students will

- analyze needs in developing a positive self-identity.
- evaluate effective conflict prevention and management techniques.

Standard: 3 Management Skills

Students will analyze strategies in managing resources to attain goals.

Standard: 4 Nutrition and Wellness

Students will analyze the effects of nutrition on personal wellness.

Standard: 5 Consumer Education

Students will analyze human economics and environmental resources that enable individuals to work toward becoming self-sufficient adults.

Standard: 6 Textiles and Apparel

Students will evaluate elements of textiles and apparel.

Standard: 7 Housing Interior and Furnishings

Students will

- explore the design of personal living space.
- analyze the importance of housing for individuals.

Standard: 8 Learning about Children

Students will examine the impact of early childhood education and developmental growth on children.

Standard: 9 Career Awareness

Students will investigate possible future career choices.

Standard: 10 Community Involvement

Students will

- examine community needs.
- examine ways to be a productive member of the community.

Standard: 11 Participating in the Student Organization

Students will investigate the opportunities available through a national student organization.

Standard 12: Analysis for Action

The student will apply reasoning processes, individually and collaboratively, to take responsible action in families, workplaces, and communities.

Standard: 13 Literacy and Numeracy

Students will demonstrate the literacy and numeracy skills required to solve complex, real-world problems associated with their career/technical content area and improve their thinking and reasoning skills.

Standard: 14 21st Century Learning Skills

The student will

- access and manipulate information for use in oral, written, or multimedia format using appropriate technology skills.
- apply sound reasoning processes to solve complex real-world problems and develop new ideas.
- exhibit leadership and ethical behavior in planning and executing tasks, as an individual or a group member.

Standard: 15 Entrepreneurship Skills

Students will access the opportunities, concepts, processes, and personal traits/behaviors associated with successful entrepreneurial performance.

32–39, 41–48, 54, 55	5. analyze roles and responsibilities in relationships.						
13–30, 43–44, 47–48, 50–64, 137–145	6. determine strategies for coping with assigned adolescent problems.						
34–38, 41–48, 54–55, 249–251	7. analyze the relationship between rights, roles, and responsibilities of family members.						
	C. Management Skills						
58–61, 133–135, 137–145, 148–156, 362–366, 465–467	1. apply the elements in an effective management process.						
130–145	2. articulate the difference in the meaning of values, goals, and priorities.						
118–123, 130–145, 148–156, 157–191, 248–302	3. relate the importance of values in making personal decisions.						
136–145	4. utilize decision making strategies.						
124–129, 176–181, 221–227, 234–243, 378–392	5. apply an effective use of material resources.						
223–227, 234–243	6. design an effective use of resource management.						
228–233	7. apply effective management of resources available to an individual.						
176–191	8. develop a budget.						
194–200, 328–335, 362–371	9. determine how space can be used effectively.						
	D. Nutrition and Wellness						

248–257	1. analyze the influence of culture on food choice and family traditions.						
248–257	2. analyze the influences on sound nutrition.						
286–295, 296–302	3. analyze sources of food and nutrition information, including food labels, related to health and wellness.						
253–257, 261–269, 270–275, 280–285, 337–340, 368–371	4. apply various dietary guidelines in planning to meet nutrition and wellness needs.						
252–257, 270–275, 277	5. investigate the relationship between food consumption, weight management, health, physical performance, and appearance.						
249–257, 273–274	6. analyze the effects of food and fad diets, food addictions, and eating disorders on wellness.						
258–269	7. utilize the food pyramid to examine the essential nutrients and their function.						
322–371, 373	8. demonstrate safety, sanitation, self-sufficiency, and teamwork in the foods laboratory.						
	E. Consumer Education						
455-506	1. examine the importance of work in one’s daily BASE.						
182–191	2. examine consumer decisions, mass media, advertising, and impulse buying.						
119–123, 143–144, 182–191	3. analyze factors which influence needs and wants in consumer choices.						

43–44, 179–181, 184–185, 379–393	4. summarize how peers, mass media, and advertising can affect an individual's purchases.						
186–191	5. demonstrate skills that ensure consumer rights and responsibilities are valued.						
176–191, 458–459	6. relate income to spending.						
179–181, 385–392, 394–398	7. examine factors that influence price, quality, and consumer services.						
177–181, 183–190	8. produce examples of how an individual can shop wisely.						
180, 235–242, 387, 389	9. analyze technology's varied uses in consumerism.						
F. Textiles and Apparel							
179–181, 183, 185, 380–392, 394–398, 408–413	1. evaluate factors affecting a positive personal image in personal style of dress.						
157–166, 168–175	2. apply good personal grooming habits.						
379–383, 393–398, 429–431	3. analyze clothing choices for style and quality of construction.						
394, 395	4. interpret reading hangtags and labels.						
407–413	5. develop routine habits for appropriate care of clothing.						
G. Housing Interior and Furnishings							
195	1. examine how housing meets the needs of family members.						

195	2. evaluate types of housing.						
196–200, 202–209, 211–217	3. analyze issues related to housing.						
	4. discover opportunities for volunteerism with regard to housing.						
197–198	5. design a one-room apartment design/model.						
	H. Learning about Children						
19–30, 78–111	1. summarize the developmental stages of children.						
104–112	2. design developmentally appropriate activities for children.						
68–76	3. illustrate safety procedures for child care.						
254, 259, 265, 266	4. explain the nutritional needs of children.						
	I. Career Awareness						
475–485	1. investigate current and future work trends.						
130–135, 462–467	2. inventory future plans and abilities.						
454–460, 467–474	3. examine influences on career choices.						
462–464, 468–485, 488–494	4. research a future career choice.						
	J. Community Involvement						
455, 456	1. analyze the surveyed needs of local community.						

470, 471	2. implement a community service project.						
140–145	3. manage the project using the FCCLA Planning Process						
K. Participating in the Student Organization							
141–143	1. participate in the local FCCLA chapter.						
139, 140	2. produce a “Step One” project.						
141–142, 145–146	3. utilize the “Planning Process” to implement chapter projects.						
L. Analysis for Action							
137-143; “Life Skills in Action” boxes such as on p. 65	1. contrast consequences of adequate and inadequate reasoning for self, others, culture/society, and global environment.						
221-243; “Life Skills in Action” boxes such as on p. 65	2. analyze recurring and evolving family, workplace, and community concerns.						
21, 136-143; “Life Skills in Action” boxes such as on p. 65	3. analyze practical reasoning components.						
21, 26, 59-60, 188-190; “Life Skills in Action” boxes such as on p. 65	4. implement practical reasoning for responsible action in families, workplaces, and communities.						
21, 58-61, 136-143; “Life Skills in Action” boxes such as on p. 65	5. demonstrate inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.						
M. Literacy and Numeracy							

235-242, 387	1. utilize a variety of technical sources (e.g., Internet, manuals, journals, directions, reports, etc.) to complete career/technical assignments and projects.						
“Life Skills in Action” boxes such as on p. 65 Teacher’s Resource Guide Teacher’s Resource Portfolio Teacher’s Resource CD	2. demonstrate writing skills required to complete career/technical assignments and projects.						
198, 343-345	3. demonstrate accuracy in calculating and measuring graphical work required to complete career/technical assignments and projects.						
Charts throughout text such as those on pages 17, 152	4. analyze tables, charts, graphs and multiple data sources to complete career/technical assignments and projects.						
	N. 21st Century Learning Skills						
235-242	1. search online using a range of technology tools and media to access relevant information needed for problem solving.						
50-53, 235-424	2. create information for oral, written, and multimedia communications, adhering to copyright laws.						
58-63, 498-499, “Action!” boxes such as those on page 16	3. engage in problem solving and critical thinking processes to create and evaluate complex strategies in order to independently solve problems.						
58-63, 496	4. adapt to new situations by considering multiple perspectives and a commitment to continued learning.						
362-372	5. exhibit ethical behavior and positive leadership while						

	working collaboratively in the school and/or community.						
534-243	6. model legal and ethical behaviors in the use of technology.						
	O. Entrepreneurship Skills						
472	1. assess global trends in entrepreneurship that are related to their career/technical program.						
472-473	2. determine entrepreneurial opportunities in venture creation related to their career/technical program.						
12-18, 49-56, 147-175, 495-503	3. examine desirable entrepreneurial personality traits.						