

Goodheart-Willcox Publisher Correlation of <i>Preparing for Life and Career</i> ©2013 to South Carolina Department of Education Exploratory Course Exploratory Family and Consumer Sciences, Grade 6	
ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. Interpersonal Relationships (Teen Success Strategies)	
B1. Implement strategies to build positive, nurturing, caring, and respectful relationships. What Students Should Know: 1. Personal characteristics 2. Relationships improvement strategies 3. Characteristics of quality relationships What Students Should Be Able to Do: 1. Generate a list of personal characteristics that lead to successful relationships. 2. Describe effective strategies that lead to improved relationships. 3. Identify characteristics of quality relationships.	5–15, 20–22, 25–29, 37–40, 54–55, 57–67, 69–71, 85–97
C. Consumer and Family Resources (Management Magic)	
C1. Critique different methods of managing personal resources. What Students Should Know: 1. Resources 2. Management skills What Students Should Be Able to Do: 1. Identify human, non-human, and community resources. 2. Demonstrate resource management skills.	113–125
D. Housing and Interior Design (Creating Environments)	
D1. Examine strategies to create or enhance personal space. What Students Should Know: 1. Personal space 2. Ideal personal space 3. Room design 4. Home safety and security 5. Emergency procedures What Students Should Be Able to Do: 1. Describe personal space in various locations. 2. Describe an ideal personal space.	537–544, 624–653

<p>3. Design a room using the elements and principles of design.</p> <p>4. Generate strategies to avoid accidents and improve home security.</p> <p>5. Prepare for different types of emergencies.</p>	
E. Education and Early Childhood (Challenging Children)	
<p>E1. Analyze the responsibilities of caring for young children related to child development, safety, and health.</p> <p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Components of a safe and healthy environment 2. Safe and healthy practices 3. Responsibilities in child care 4. Infant and child first aid/CPR 5. Child care provider and facility <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Describe a safe and healthy environment for young children. 2. Explain safe and healthy practices when working with young children. 3. Analyze responsibilities when caring for young children. 4. Demonstrate first aid and CPR skills. 5. Identify the characteristics of a quality child care provider and facility. 	<p>193, 259–291, 295–311, 315–320, 327–331, 353–359</p>
F. Textiles, Fashion and Apparel (Winning Images)	
<p>F1. Analyze factors that influence grooming habits, clothing selection, and clothing repairs.</p> <p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Grooming habits 2. Clothing for body types and occasions 3. Trends, fads, and classics 4. Clothing budgets 5. Basic sewing skills <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Analyze personal grooming habits. 2. Select appropriate clothing for body types and occasions. 3. Generate examples of trends, fads, and classics. 4. Develop a clothing budget. 5. Demonstrate basic sewing skills. 	<p>336–339, 537–559, 561–575, 577–601</p>
G. Nutrition and Wellness (Kitchen Connections)	
<p>G1. Evaluate factors that affect dietary needs and wellness.</p>	<p>335–336, 340–345, 363–399, 409–431, 444–471, 475–495, 497–517, 519–533</p>



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What Students Should Know:

1. Dietary needs
2. Safe and sanitary practices
3. The names and functions of common kitchen utensils
4. Common cooking terms
5. Measurements
6. Recipe preparation
7. Table settings and etiquette

What Students Should Be Able to Do:

1. Identify dietary needs for teenagers.
2. Evaluate the food lab for sanitation and safety.
3. Select appropriate tools for specific tasks
4. Explain the meaning of common cooking terms.
5. Measure ingredients accurately.
6. Prepare a simple recipe.
7. Demonstrate appropriate table settings and etiquette.

H. Career, Community and Family Connections (Cash and Consumer)

H1. Explore entrepreneurship and employment opportunities available to young people.

2–3, 98–99, 182–183, 185–201, 203–221, 223–235, 237–257, 332–333, 472–473, 534–535, 622–623

What Students Should Know:

1. Foundation skills
2. Academic skills
3. Employer/Employee characteristics
4. Job and career
5. Entrepreneurship and employment opportunities

What Students Should Be Able to Do:

1. Identify foundation skills essential to employment success.
2. Analyze the relationship between academic skills and career opportunities.
3. Outline characteristics of effective employers/employees.
4. Compare and contrast job and career.
5. Explore entrepreneurship and employment opportunities available to tweens and teens.

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ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. Interpersonal Relationships (Teen Success Strategies)	
B1. Investigate strategies to promote positive and healthy character traits. What Students Should Know: <ol style="list-style-type: none"> 1. Personal characteristics 2. Self-esteem 3. Interpersonal relationships 4. Characteristics of quality relationships. What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Generate a list of personal characteristics that lead to successful relationships. 2. Identify importance of good self-esteem in achieving one's potential. 3. Describe types of interpersonal relationships 4. Analyze the characteristics of quality relationships. 	5–15, 19–29, 31–55, 57–67, 69–77, 85–97
C. Consumer and Family Resources (Management Magic)	
C1. Analyze the impact of financial literacy on consumer issues. What Students Should Know: <ol style="list-style-type: none"> 1. Consumer problems and issues 2. Consumer rights and responsibilities 3. Financial literacy 4. Financial planning 5. Factors that influence decisions What Students Should Be Able to Do: <ol style="list-style-type: none"> 1. Determine current consumer problems and issues. 2. Investigate consumer rights and responsibilities. 3. Analyze aspects of financial literacy. 4. Evaluate the need for financial planning. 5. Analyze a problem, identify options, and make a decision. 	118–125, 133–147, 156–157, 159–169, 180–181, 193, 206, 435–436, 554, 663
D. Housing and Interior Design (Creating Environments)	
D1. Evaluate methods to maintain and enhance living spaces.	170–181, 633–641

What Students Should Know: 1. Ways to reduce waste by recycling 2. How to conserve energy 3. Furniture arrangement and functional space	
What Students Should Be Able to Do: 1. Identify recycling methods. 2. Recommend energy saving strategies. 3. Arrange furniture to create a pleasing and functional space.	
E. Education and Early Childhood (Challenging Children)	
E1. Examine typical characteristics, needs, and activities of young children.	101–106, 259–291, 293–311, 315–318, 321–331
What Students Should Know: 1. Typical development 2. Basic needs 3. Developmentally appropriate activities 4. Child guidance What Students Should Be Able to Do: 1. Describe characteristics of children at different ages. 2. Explain the basic needs of children. 3. Describe how children learn through play. 4. Evaluate practices for guiding young children.	
F. Textiles, Fashion and Apparel (Winning Images)	
F1. Demonstrate methods for proper care of clothing.	602–621
What Students Should Know: 1. Clothing care 2. Laundry products 3. Sort clothing 4. Care labels 5. Redesign What Students Should Be Able to Do: 1. Analyze various methods for clothing care. 2. Evaluate laundry products. 3. Examine how to sort clothing. 4. Analyze care labels. 5. Redesign garments.	
G. Nutrition and Wellness (Kitchen Connections)	
G1. Evaluate methods used to promote health and wellness.	335–361, 363–399, 401–431, 433–471, 475–495, 497–517, 519–533
What Students Should Know: 1. Food groups	

<ol style="list-style-type: none"> 2. Safety and sanitation 3. Healthy snacks 4. Physical activity for wellness 5. Food budgeting 6. Table settings 7. Meal etiquette <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Determine basic nutrients in the USDA food groups. 2. Demonstrate safe and sanitary kitchen and food handling practices. 3. Prepare healthy snacks. 4. Correlate the importance of energy intake and energy expenditure balance. 5. Demonstrate table settings for different styles of meal service. 6. Create a food budget for financial health. 7. Demonstrate meal etiquette. 	
H. Career, Community and Family Connections (Cash and Consumer)	
<p>H1. Investigate skills required to locate and maintain employment.</p>	<p>190–201, 203–221, 223–235, 237–255</p>
<p>What Students Should Know:</p> <ol style="list-style-type: none"> 1. Skills for employment 2. Steps to locate employment 3. Traits for employment 4. Employers' expectations <p>What Students Should Be Able to Do:</p> <ol style="list-style-type: none"> 1. Analyze skills for employment. 2. Identify steps to locate employment. 3. Identify traits for employment success. 4. Evaluate employers' expectations. 	

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ACADEMIC STANDARD / INDICATOR	CORRELATING PAGES
B. Interpersonal Relationships (Teen Success Strategies)	
B1. Investigate factors that influence healthy relationships.	31–55, 57–67, 69–77, 85–97
What Students Should Know: 1. Family structures 2. Healthy relationships 3. Role expectations of relationships What Students Should Be Able to Do: 1. Describe various family structures. 2. Determine ways to strengthen relationships. 3. Assess role expectations of various relationships.	
C. Consumer and Family Resources (Management Magic)	
C1. Evaluate financial resources available to consumers.	118–125, 133–147, 156–157, 159–169, 180–181, 193, 206, 435–436, 554, 663
What Students Should Know: 1. Financial Literacy 2. Financial Decisions 3. Consumer Resources What Students Should Be Able to Do: 1. Evaluate aspects of financial literacy. 2. Make informed financial decisions. 3. Evaluate consumer resources.	
D. Housing and Interior Design (Creating Environments)	
D1. Evaluate environments for sanitation and safety standards.	279–291, 298, 307–308, 348, 475–480, 494–495, 642–653
What Students Should Know: 1. The advantages of a clean, safe home 2. Home care routines 3. Organization and management What Students Should Be Able to Do: 1. Discuss the advantages of a clean and safe home. 2. Plan a cleaning routine to accomplish a clean and safe environment. 3. Determine how to organize and manage cleaning tasks.	

E. Education and Early Childhood (Challenging Children)	
E1. Evaluate age-appropriate activities for young children.	261–291, 293–311
What Students Should Know: 1. Ages and Stages of Development 2. Domains of Development 3. Stages of Play 4. Active Learning What Students Should Be Able to Do: 1. Explain major developmental milestones in child development. 2. Describe social, emotional, cognitive (intellectual) and physical development of children. 3. Differentiate stages and types of play. 4. Explain characteristics of active learning.	
F. Textiles, Fashion and Apparel (Winning Images)	
F1. Recommend procedures for the production, use, and care of textile, fashion, and apparel products.	561–575, 577–601, 603–621
What Students Should Know: 1. Performance characteristics 2. Sewing equipment 3. Textile product 4. Textile labeling practices 5. Repairing, recycling, reusing What Students Should Be Able to Do: 1. Identify performance characteristics of textile fibers and fabrics. 2. Demonstrate how to safely use and care for sewing equipment. 3. Construct a textile product. 4. Analyze textiles care labels. 5. Demonstrate techniques to repair, recycle, and reuse textile products.	
G. Nutrition and Wellness (Kitchen Connections)	
G1. Analyze nutrition and wellness guidelines.	364–371, 373–399, 409–431, 433–471, 497–517
What Students Should Know: 1. Essential nutrients 2. Malnutrition 3. Major eating disorders 4. Diet modifications 5. Healthy choices 6. Food preparation	



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What Students Should Be Able to Do: 1. Identify the role of essential nutrients in the USDA guidelines. 2. Analyze the causes and treatments for malnutrition. 3. Examine symptoms and treatments for a variety of eating disorders. 4. Evaluate simple diet modifications. 5. Recommend nutritious choice strategies when eating out. 6. Demonstrate healthy food preparation techniques.	
H. Career, Community and Family Connections (Cash and Consumer)	
H1. Examine Family and Consumer Sciences careers.	203–221, 223–235, 244–247
What Students Should Know: 1. Career options 2. Career clusters 3. Career investigations 4. Career planning What Students Should Be Able to Do: 1. Analyze career options at their employability levels: entry, post-secondary, and collegiate. 2. Organize careers by clusters. 3. Investigate different careers. 4. Develop education and employment plans.	