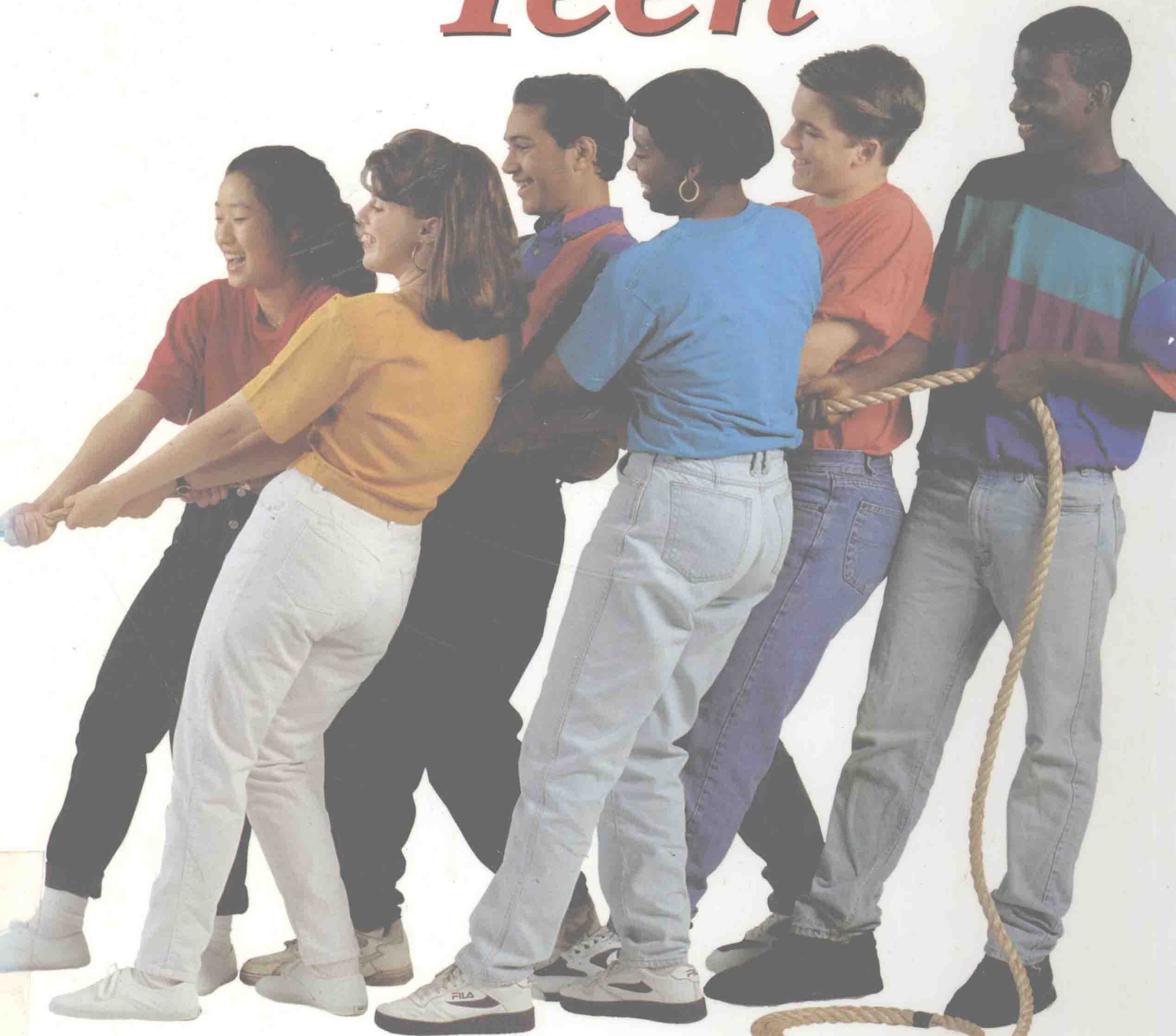


# *Today's Teen*

Teacher's  
Wraparound  
Edition



**Teacher's Manual**

# *Today's Teen*

Fourth Edition

***GLENCOE***

**McGraw-Hill**

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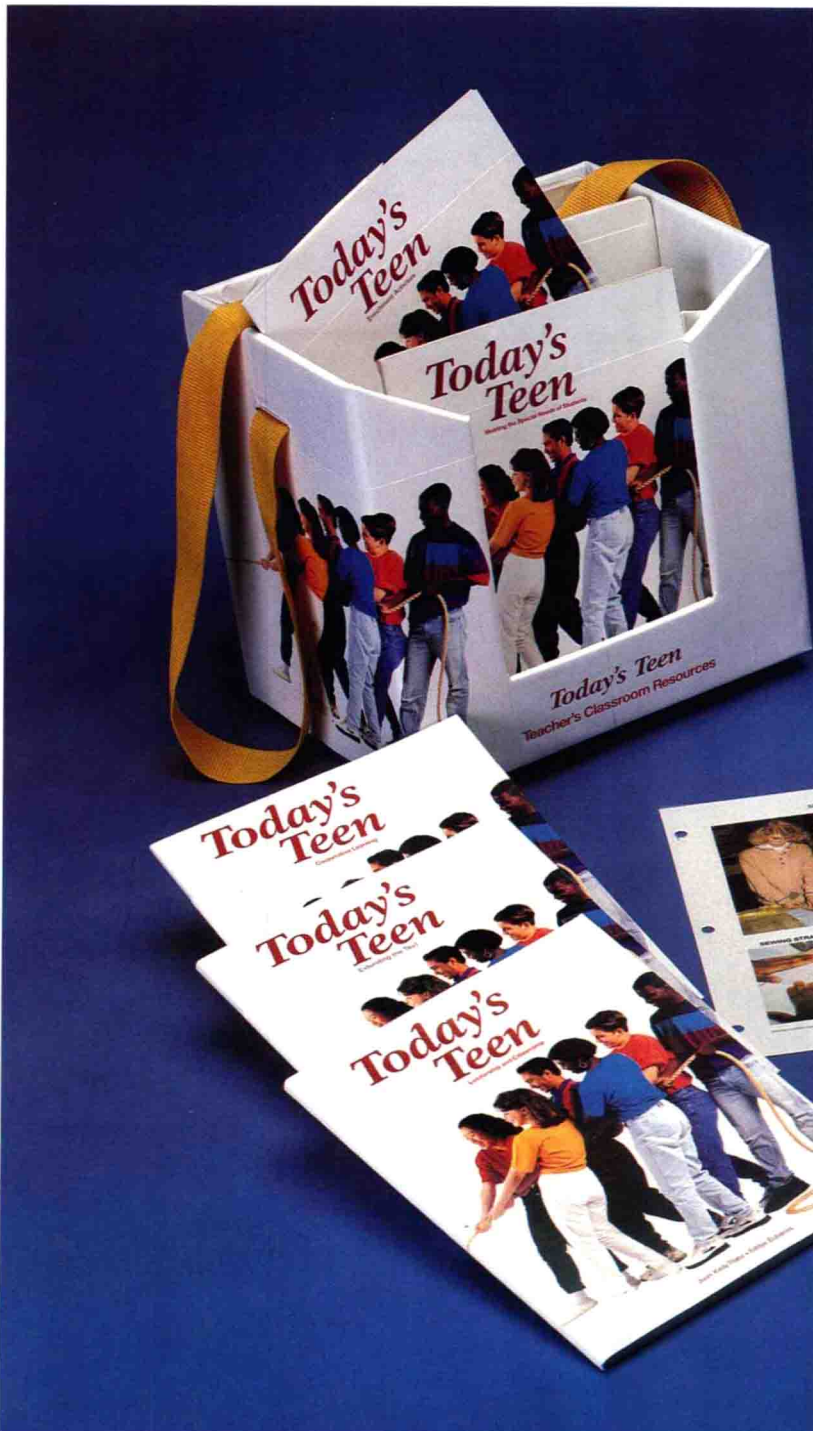


# Increase Effectiveness & Save Time

**T**oday's Teen takes the comprehensive, common-sense approach that lets you teach all areas of home economics in a purposeful, practical way.

All the various components work together to make teaching easier for you and more effective for your students.

- ✎ **Student Text:** rewritten, redesigned, and totally updated.
- ✎ **Teacher's Wraparound Edition:** loaded with teaching strategies and resources.
- ✎ **Student Workbook:** study guides and activity sheets extend learning and strengthen students' skills in language arts, math, and critical thinking. The **Teacher's Annotated Workbook:** provides you with a convenient answer key.
- ✎ **Teacher's Classroom Resource Kit:** a multitude of supplemental materials to help you better meet the wide diversity of needs of today's teens.
- ✎ **Testmakers — Apple, IBM, Macintosh:** a bank of computerized test items provide a quick tool for assessing students' progress.



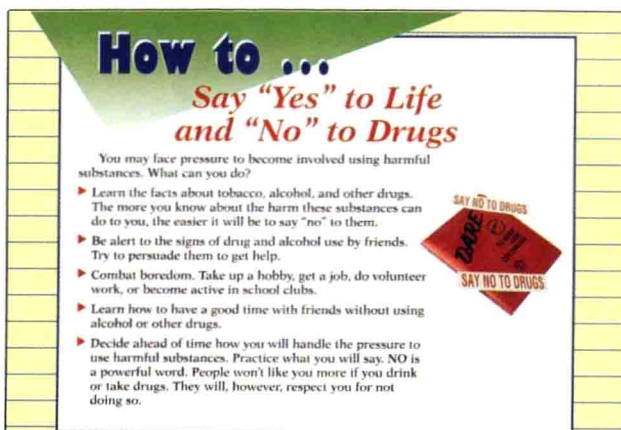
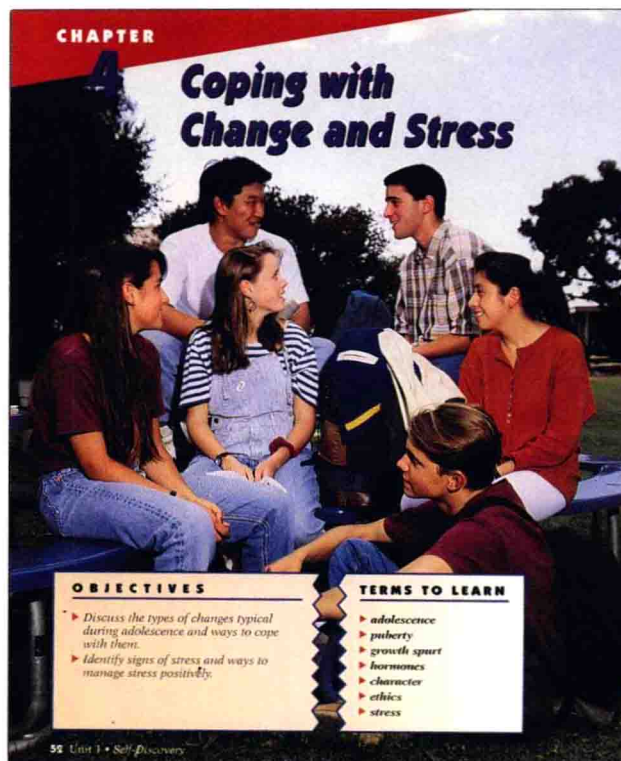
# A practical, lab-oriented approach for Home Economics classes.

Informal, fun, and related to real life, *Today's Teen* still provides thorough up-to-date coverage of the basics. The *Fourth Edition* has been expanded to address more teen issues as well. The format is colorful, easy-to-read, and totally flexible.



Each of the 52 *Chapter Openers* sets the stage for student learning, and the *Chapter Reviews* guide students through comprehension checks, critical thinking discussions, application activities, and cross-curricular links.

*How to...* uses hands-on instruction to help your students to develop essential living skills.



### ▼ Other Drugs ▼

Alcohol is not the only drug that can cause problems. Drug abuse occurs whenever a person:

- Uses an illegal drug, such as marijuana or cocaine.
- Misuses medicines by taking more than directed or a drug prescribed for someone else.
- Uses substances not intended to be taken into the body. Inhaling the spray from an aerosol can is an example.

People who abuse drugs are hoping for a pleasant effect. However, the effects of drugs can be most unexpected and unpleasant. The person may become confused or violent. Physically, drug abuse can damage the body and lead to death.



Use medicines safely as directed by your physician.



## LINK TO

### Math

#### FIGURING PERCENTAGE OF CALORIES FR

For good health, no more than your daily calories should come fr Have you ever wondered how some favorite foods measure up? Using foc from two foods and the formula below mine the percentage of calories from these foods:

## TAKING ACTION

Gwen is considered an entrepreneur by everyone who knows her. (As you learned in Chapter 7, an entrepreneur is someone who owns and manages his or her own business.) Among other projects, she plans to organize an informal babysitting pool in your neighborhood. Gwen has checked around and discovered many families in need of babysitters. She plans to maintain contact with each family, coordinate their needs and schedules, provide them with responsible babysitters, and collect a portion of each babysitting fee in order to run her service and earn a profit.

She needs to recruit six teenagers who will make excellent babysitters. The ages of the children to be cared for range from one to five. She asks you if you're interested and to suggest friends who would be right for the job.

#### Using Your Resourcefulness

- ▶ Name and evaluate six personal qualities or skills that make someone a good babysitter.
- ▶ Would you be interested in such a job? Why or why not? Do you have friends who would be right for the job? Who? Why?
- ▶ What qualities and skills does Gwen need to be a successful entrepreneur?



## Pocket Lab

### Effect of Acid on Milk

#### MATERIALS:

1 cup milk; 1 tablespoon vinegar

#### EQUIPMENT:

glass measuring cup

**Directions:** Measure 1 cup milk and add 1 tablespoon vinegar. Try different ways of adding acid to milk (such as pouring the milk into the acid, adding 1 tablespoon of milk to the acid and then adding it to the remainder of the milk, etc.) Observe the results.

- ▶ Describe what happened to the milk.
- ▶ What other products would curdle milk?
- ▶ How might you add acid to milk without causing it to curdle?



May 5 is celebrated as Children's Day in Japan. It expresses the love and respect the Japanese feel for their children. It also sends a message to young people about growing up. On

Children's Day, large kites shaped like carp are flown from the rooftops. The carp, a fish that swims against the current, symbolizes the difficulties to be overcome in life.



*Link to* features in every chapter provide activities that connect home economics content to cross-curricular concepts.

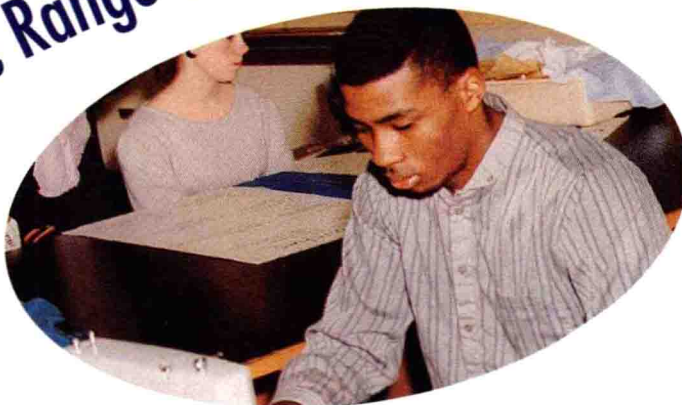
*Taking Action* encourages your students to use chapter content to build decision-making and critical thinking skills.



*Pocket Labs* help you reinforce single concepts and make science connections in a short amount of time.

*Around the World* increases appreciation of the richness of traditions and customs from diverse cultures.

# A Wide Range of Interrelated Materials



**T**he *Teacher's Wraparound Edition* provides you with detailed lesson plans for every two-page spread of the student edition, including motivators, comprehension checks, and activities for teaching, reteaching, enrichment, and extension.

*Teaching features* include boxes that tell you more about the content, give you cooperative learning tips and strategies, and provide suggestions for using the student features.

*Special boxes* provide activities that help you showcase family issues, wellness, ecology, technology, and citizenship.





You will also find additional references and resources, more career information, multiple activities for review and evaluation, and interesting tidbits of content to share with your students.

### MEETING SPECIAL NEEDS

#### Caring for Children with Disabilities

In many ways, children with physical and mental disabilities are like all others. They need love, attention, friendship, and family. Caregivers may need to provide special education, special exercises, and equipment. Patience and encouragement are important qualities for a caregiver.

Shawn first met Damon when Shawn's family living class put on a puppet show for severely disabled children. At first, Shawn was uncomfortable and afraid he would accidentally hurt Damon. Mrs. Davis, Damon's primary teacher, assured Shawn that Damon just needed love and attention like other children.

After several visits, Shawn saw an expert at feeding Damon, playing with him, and entertaining Damon with books and stories. Although he could not speak, Damon's affection for Shawn sparkled in his eyes when his friend Shawn entered the room.

When the challenges are met, children with special needs can develop to their fullest potential. Many communities have support groups and services that help special needs children and their families succeed.

Following a regular bedtime routine helps make bedtime a comfortable and enjoyable experience for children and parents or caregivers.



► **Toddlers.** A toddler's first solid food is usually simple finger foods. Cut foods into bite-sized pieces to prevent choking. If a high chair is used, place it in a safe, easy-to-clean location. A bib can help protect the child's clothes.

► **Preschoolers.** Simple foods, such as milk, cheese, crackers, peanut butter, fresh and dried fruit, and vegetable sticks are popular as well as healthful foods for preschoolers. Even though they may lack neatness and good manners, they are somewhat skillful at eating. Keep mealtimes pleasant, without too many directions. Avoid giving foods that are high in fat and sugar. Never give small children hard candy, nuts, popcorn, or any other food that might cause them to choke.

#### ▼ Bedtime ▼

Shawna leads her son in a quiet activity like coloring before bedtime to help settle him down. She lets Corey know about fifteen minutes early that bedtime is coming. Her attitude is kind but firm.

By following a bedtime routine every evening, Corey knows what to expect and is usually cooperative. A story and his special stuffed bear make bedtime comfortable and enjoyable for him. These techniques are helpful for most young children at bedtime.

#### Follow Up

1. **Reteaching.** Have students list the kinds of interruptions they experience while studying at home. Assign them to small groups to discuss ways to minimize or avoid the interruptions. Ask groups to share suggestions. (Key Skills: Critical Thinking, Management)

2. **Enrichment.** Select students to create and present a puppet show for younger students featuring specific study tips that students can use in the classroom, in study hall, and at home. (Key Skills: Creativity, Management)

#### Life Management Skills

##### Managing Study Space

Making time for learning is one of the most effective ways of reducing study stress. Another way to reduce study stress is by making room for learning. In class, talk about how to choose a place to study that instantly means "get to work." Have students make a portable desk from a large, sturdy cardboard box and decorate the box to display in the classroom. Collect a supply of pens, pencils, erasers, paper clips, scrap paper, and file folders. Include a stapler, scissors, ruler, and dictionary. Brainstorm other ways to make study places pleasant and efficient.

#### Family Perspective

Some teens never seem to have time to do their share of household tasks. They may put off cleaning their room, mowing the grass, or straightening closets. Introduce the game, "Time Routine," for getting started on unpleasant tasks. Have students write three to five jobs they have been putting off on slips of paper. Have each put the slips in an envelope on a day when they have extra time, draw a slip and do the job. Even if they draw a much-delayed job, they are on their honor to get it done.

174 Unit 2 • Relationships

#### More About Managing Time and Space

Good time managers avoid the crowded desk syndrome. Desk tops should be a work area rather than an open file cabinet. When people clutter their desk with numerous papers and files, they give the impression of being disorganized. Also, they place themselves in a position of being easily distracted from their task at hand. People tend to be more

efficient with their time if they keep only those materials on their desk that pertain to the current task. Other materials should be placed out of sight. This will help people give the task at hand the priority it deserves.

### Teaching... Becoming An Effective Time Manager and Balancing Schoolwork, Family Life, and Activities (pp. 178-179)

#### Comprehension Check

1. What are obligations? (Things that you must do.)
2. Why is it helpful to review notes soon after class? (To clarify them if needed.)
3. What does it mean to "manage your time"? (To make choices that make the most of time.)
4. Give two examples of making time choices. (Answers will vary.)

#### Learning Activities

1. **Personal Analysis.** Ask students: Are you always rushing? Do you have enough time for rest or for personal relationships in your life? Do you regularly miss deadlines? Discuss the difficulty of balancing schoolwork, family life, and other activities. (Key Skill: Communication)
2. **Discussion.** Ask students: Which do you put the most thought into—spending time on Saturday or Sunday or spending your allowance? Discuss the answers. (Key Skill: Critical Thinking)
3. **Small Groups.** Ask groups to discuss ways teens could reward themselves for successfully completing school projects, home tasks, and other activities. Have each group share some ideas. (Key Skill: Critical Thinking)
4. **Note Taking.** Tell students you will collect their notes on today's class. Evaluate and discuss the completed notes. Ask students to share tips on note taking. (Key Skill: Communication)
5. **Guest Speakers.** Invite favorite teachers to give tips on note taking, studying, and test taking. Have students take notes and write a summary of the suggestions. (Key Skill: Communication)

## How to... Make a "To Do" List

Making a "To Do" list helps you to get the most out of each day. In preparing a "To Do" list, use the following steps:

1. Write down all the tasks and activities that you intend to accomplish that day, be as realistic as possible. Don't include more in your list than you will be able to do.
2. **Prioritize** (put OR-uh-TIES), or rank the items on your list according to their importance. After each item, place a 1, a 2, or a 3, with the most important items rating a 1. This way, you can save the less important items for another day if you run out of time.
3. Keep your list handy so that you can cross off items as you complete them.



Putting projects off to the last minute generally results in unnecessary feelings of stress and pressure.

178 Unit 3 • Resources to Manage

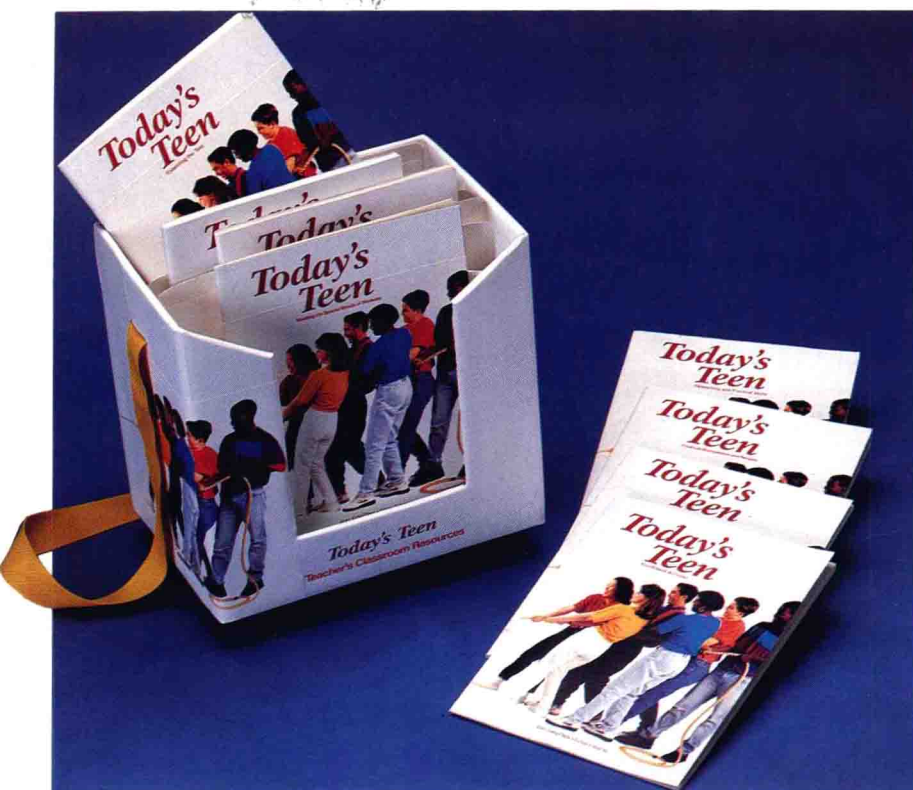
#### How to... Make a "To Do" List

Assign students to debate the relationship of people's values and goals to their ranking of items on their "To Do" List. Encourage students to think of number 1 items as "absolutely essential," number 2 items as "something they should do," and number 3s as "something that would be nice to do if they had the time." Remind them to carry uncompleted

priority items to their next day's list. Talk about how some number 3 items may never get done or carried over to a new list. The important point is to concentrate on number 1 items.







The *Teacher's Classroom Resources* includes:

*Reteaching and Practical Skills:* activities for students who may need more help.

*Enrichment Activities:* to challenge higher-level students.

*Technology and Computers:* computer programs for students to use, plus handouts and activities for each chapter.

Seven more handbooks give you hundreds more teaching tips, activities, and student worksheets.

*Chapter and Unit Tests*, and a packet of *Full-Color Transparencies* complete the program.

### Ordering Information for *Today's Teen*

Textbook	ISBN
Student Edition	0-02-675428-2
Teacher's Wraparound Edition	0-02-675429-0
<b>Student Workbook</b>	
Student Edition	0-02-675433-9
Teacher's Annotated Edition*	0-02-675432-0
<b>Teacher's Classroom Resources</b>	
Reproducible Lesson Plans*	0-02-675437-1
Extending the Text*	0-02-675439-8
Enrichment Activities*	0-02-675440-1
Reteaching and Practical Skills*	0-02-675438-X
Meeting the Special Needs of Students*	0-02-675442-8
Leadership and Citizenship*	0-02-675443-6
Cooperative Learning*	0-02-675446-0
Technology and Computers*	0-02-675447-9
Food Lab Management and Recipes*	0-02-675445-2
Sewing and Serging Handbook*	0-02-675444-4
Chapter and Unit Tests*	0-02-675441-X
<b>Color Transparencies*</b>	<b>0-02-675436-3</b>
<b>Testmakers</b>	
Apple	0-02-675434-7
IBM	0-02-675435-5
Macintosh	0-02-675448-7

\* These component are included in the *Teacher's Classroom Resources*

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## Credits

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To meet the needs of students and teachers alike, the Fourth Edition of *Today's Teen* provides a completely integrated program of components.

- ▶ **Student Text.** Student oriented information and features along with colorful cartoons and photos are found in the expanded 640 pages of text.
- ▶ **Teacher's Wraparound Edition.** This new addition to the *Today's Teen* program contains 672 pages which include lesson plans, teaching suggestions, learning activities, and much more surrounding every page of the student text.
- ▶ **Teacher's Classroom Resources.** This file box of booklets provides a wealth of reproducible materials in approximately 976 pages.

- ▶ **Student Workbook.** This expanded booklet contains 224 pages of study guides and activities for the student that reinforce the chapter content.

We welcome comments from teachers and students on *Today's Teen* and other Glencoe Home Economics publications.

Address your letters to:  
Director of Home Economics  
GLENCOE DIVISION  
Macmillan/McGraw-Hill  
3008 W. Willow Knolls Drive  
Peoria, Illinois 61614

## Using the Student Text

At the heart of the Fourth Edition of the *Today's Teen* teaching and learning program is the student text. It contains logically organized information that is visually reinforced with cartoons, drawings, and photographs.

### Organization of the Text

The *Today's Teen* text is divided into six units. Each unit contains chapters that deal with a major content strand.

- ▶ **Unit 1 — Self-Discovery.** Explores the changes in growth and development

and answers many of the questions teens have about growing up in the world today. Special emphasis is placed on building character and self-esteem and growing toward maturity.

- ▶ **Unit 2 — Relationships.** Examines teen relationships with friends, family, and children. Special emphasis is placed on communication and building strong families.
- ▶ **Unit 3 — Resources to Manage.** Encourages teens to become good managers of personal resources as well as environmental resources. Emphasizes the role technology plays in managing resources.



# ***Teaching with Today's Teen***

The Fourth Edition of *Today's Teen* continues to retain its practical, hands-on emphasis. Through extensive rewriting and redesign, this comprehensive text has been strengthened and updated to reflect new information and trends in education. The upbeat tone, relevant information, and visual program make learning a positive experience for students.

## **Why Use *Today's Teen*?**

With a rapidly changing world and the necessity for more and more parents or guardians to work outside the home, young teens are often faced with the responsibility of making many life management decisions. For example, many teens are responsible for choosing nutritious meals, using

resources wisely, and making healthful value-based decisions. The information and concepts emphasized in the *Today's Teen* program take on an immediate application based on these needs. The revised edition combines the strengths of previous editions with improvements such as:

- ▶ Content that encourages character development.
- ▶ Special emphasis on developing leadership, management, volunteerism, cooperation, decision making, and higher-level thinking skills.
- ▶ Suggestions for using technology and computers effectively at home, at school, and within the workplace.





- **Unit 4 — Housing.** Explores decisions about choosing housing, introduces basic design concepts and how to use design in creating a comfortable atmosphere, and emphasizes maintaining a clean, safe, and well-maintained home environment.
- **Unit 5 — Clothing.** Emphasizes clothing selection and care, maintaining and repairing clothing, and basic sewing skills. Introduces students to sewing technology that speeds up the sewing process and provides a ready-to-wear look.
- **Unit 6 — Foods.** Provides students with updated guidelines for good health, wellness, and nutrition. Special emphasis is placed on using the *Dietary Guidelines* and *Food Guide Pyramid* in meal planning in addition to buying, storing, and preparing food.

## Key Chapter Elements

Each chapter of the text includes a variety of carefully planned and designed elements that enhance student interest and learning.

### ▼ Chapter Opener Page ▼

The first page of every chapter provides a motivational emphasis for students. It includes:

- **A full-color photograph** that illustrates the essence or theme of each chapter.
- **Student Objectives** that are written in behavioral terms. The objectives set the stage for learning and establish goals for students to work toward. You might also find these objectives helpful in planning lessons and documenting learning outcomes.

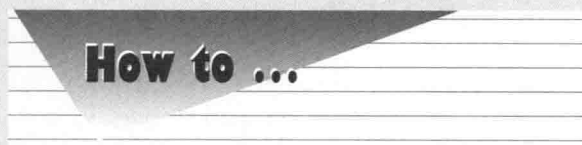


- **Terms to Learn** are vocabulary terms that also appear on the opening page. The terms have been chosen carefully to assist students in learning content. You will find the terms listed in order of appearance within the chapters. Each term is clearly highlighted and defined the first time it appears in the chapter. For difficult terms, pronunciation guidelines are included.

## ▼ Text and Features ▼

The text is written in an informal, enjoyable manner that provides warm examples to help students relate the text materials to everyday life. A carefully controlled reading level, the use of frequent headings to organize concepts, and a positive tone increase the text effectiveness and appeal.

The special features found in *Today's Teen* are an integral part of the program. Each feature is designed to capture student interest and extend learning. The features found in *Today's Teen* are as follows:



- **How to ...** provides hands-on instructions that are designed to encourage the development of life skills. The “How to ...” features are directly related to chapter content.



- **Around the World** is a multicultural feature that exposes students to the characteristics of a culturally diverse world population. These features are informative and factual, and encourage students to understand the richness of tradition and custom found in all cultures.



- **Career Connections** is a two-page feature found at the end of each unit. The feature introduces students to volunteering as a way to explore career interests and gain career skills. The first-person narratives include a student volunteer talking about his or her volunteer job and two adults who decided on their chosen careers after successful volunteer experiences.



- **Taking Action** is a half-page feature that encourages students to be resourceful. Each feature draws upon a chapter-related concept in which students must use decision-making and critical thinking skills. You will find this feature located at the end of every chapter just before the chapter review.



- **Meeting Special Needs** offers students an opportunity to gain understanding and think about ways they can help meet the needs of individuals with special needs.



- **Safety Check** provides students with safety tips related to chapter content.

### TIPS:

- **Tips** features are short features that are sprinkled throughout the text. They extend the text information in a high-interest format.



- **Pocket Labs** are short, single-concept labs that are related to chapter material and can be completed in a short amount of time. These features are found in Units 4, 5, and 6 and often have a science connection.

## SUCCESSFUL SERGING

- **Successful Serging** are short features which instruct students with simple serger (overlock) sewing techniques. These features are found only in Unit 5.
- **Recipes** are included in the food preparation chapters of Unit 6. The recipes reflect the nutrition concepts emphasized in the *Dietary Guidelines* and the *Food Guide Pyramid*.
- **Boxes, Charts, and Tables** are used throughout the text to enhance and extend chapter content.

### ▼ Illustrations and Captions ▼

Full-color photographs, cartoons, and illustrations are used generously throughout the text. The photographs, cartoons, and illustrations are used to instruct, reinforce, and extend the text. The captions encourage discussion and the use of critical thinking skills.

### ▼ Chapter Review Page ▼

Every chapter ends with a full-page review. This comprehensive review section includes:

- **Summary.** Each summary draws out the key concepts students learn from every chapter.
- **Facts to Recall.** A list of factual recall questions assists students in identifying information to be learned from each chapter.
- **Ideas to Explore.** These discussion oriented questions and statements encourage students to utilize critical thinking skills.
- **Activities to Try.** Several activities accompany every chapter to provide students with an opportunity to apply



the information they have learned in the chapter. These activities promote thought and action.

## LINK TO Math

- **Link To.** These cross-curricular features appear on every chapter review page. Each feature focuses on a different curricular connection related to the chapter material. This feature is activity oriented and encourages students to use higher-level thinking skills.

### ▼ Glossary and Index ▼

The glossary provides a complete listing of all of the vocabulary terms and their definitions found in the text. The number of the chapter in which each term appears is found in parentheses following each term for easy reference.

The expanded index provides a complete alphabetical listing of concepts found within the text.



# The Student Workbook

The Student Workbook provides creative and varied activities that enhance student learning. For each chapter, a study guide utilizing short-answer questions is provided to guide students as they read and review the chapter material. In addition, activity sheets that extend and strengthen student learning through the use of basic

skills of reading, writing, math, and critical thinking are included. The pages are perforated for easy removal.

Please note that the Student Workbook is a consumable product designed for use by one student. **Reproduction of worksheets for classroom use is a violation of copyright.**