

FAMILY AND CONSUMER SCIENCE

PHYSICAL AND MENTAL HEALTH

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LIFEPAC Test is located at the back of the booklet. Please remove before starting the unit.

Physical and Mental Health

Introduction

Making a healthy, happy home starts with you. In Family and Consumer Science, you'll learn the practical knowledge and skills needed to build and maintain a healthy, functional home environment. In Unit 1, we'll begin with a focus on your physical and mental health, which is the foundation on which you'll build. After all, if you aren't healthy, how will you complete the necessary tasks to make and maintain a healthy home?

In later units, you will learn about topics such as food safety and preparation, home care and maintenance, strategies for staying organized and smart shopping, home decorating and maintenance, developing and maintaining healthy relationships, and childcare, many of which relate to your physical and mental health.

Let's begin with the basic factors that impact your health.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFE PAC®. When you have finished this LIFE PAC, you should be able to:

1. Understand how your health impacts your community.
2. Understand how how your health impacts your daily living.
3. Be able to explain factors that influence your physical and mental health.
4. Differentiate between mental and emotional health.
5. Describe available health-related services, such as primary and preventive care.
6. Understand the roles of different health care professionals.
7. Describe public health-related services in communities.
8. Understand the concept and importance of social health.
9. Recognize key aspects of socially healthy skills.
10. Understand how your friendships can impact your thoughts and decisions.
11. Analyze how communication is more than just words.
12. Explain how communication is an interpersonal skill.
13. State the steps needed to make decisions.
14. Describe what emotional health is.
15. Understand the classifications of drugs.
16. Define and describe drug abuse.
17. Understand how a variety of drugs functions.
18. Understand the physical and mental impacts of drug abuse.

1. LIVING A HEALTHY LIFE

Living a healthy life requires you understand the different factors that influence your physical and emotional health. In this section, you will learn about the ways nutrition and exercise impact your body as well as the ways social interactions and relationships impact your emotions. We will also discuss the ways responsible and irresponsible living influence your physical and mental health.

You are God's creation and scripture tells us we each have a twofold nature: body and spirit (*Genesis 2:7*). You are also created in God's image and likeness (*Genesis 1:26*). God gave humans **stewardship** over all of earth, entrusting us with the responsibility of caring for the entire world and of His creations. You are one of His special creations, and so you are also responsible for caring for yourself, body and mind.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Understand how your health impacts your community.
2. Understand how your health impacts your daily living.
3. Be able to explain factors that influence your physical and mental health.
4. Differentiate between mental and emotional health.
5. Describe available health-related services, such as primary and preventive care.
6. Understand the roles of different health care professionals.
7. Describe public health-related services in communities.

Vocabulary

Study these words to enhance your learning success in this section.

aerobic

anaerobic

anxiety

cardiorespiratory

depression

disease

health

nutrition

stewardship

wellness

Note: All vocabulary words in this unit appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

THE ROLE OF NUTRITION

Nutrition is a topic you'll learn more about in Unit 2 when we explore more detailed information about how the foods you eat physically impact your body and practical strategies to choose healthy foods. Think about your current food choices. Would you choose to eat a grilled chicken salad with olive oil and vinegar or a cheese burger and fries for lunch? It probably depends on the day and your mood. What do you think would happen if you ate burgers and fries every day for lunch? How do you think you would feel? How do you think that would impact your physical health? What if you ate grilled chicken salad or something similarly nutritious every day? Do you think you would feel differently?



The choices we make in the foods we consume greatly impact both our physical and mental health. Our diet can cause our bodies to be strong or weak and make us feel well or sick. Food can affect how our brains function. It can affect our ability to think and process information, and it can even affect our level of happiness.

Nutrition is the study of food intake and its effects on the body. There is a strong relationship between nutrition and a person's quality of life and potential for disease. The human body needs a combination of protein, carbohydrates, fiber, fats and other nutrients to function properly.

When you reach adulthood and live independently, you'll be making your own choices about the foods you eat every day. You'll be doing the grocery shopping and preparing your own meals. While fast food or frozen foods offer quick, easy solutions, eating pre-prepared food daily can negatively impact your health, not to mention your budget. In this unit, we'll focus on the physical impact of foods, but in Unit 5, you'll learn more about smart shopping for groceries and other household products.

Nutrition plays a large role in contributing to or preventing diseases. Diets rich in saturated fats, cholesterol, and sugar can lead to obesity, cardiovascular diseases, hypertension, and a variety of cancers. The Dietary Guidelines for Americans is a tool that was developed to help Americans make healthy decisions in their lives to improve their overall health. The guidelines recommend meals composed of a variety of fruits, vegetables, whole grains, dairy, protein, and healthy oils while limiting the consumption of saturated fats, sugar, and salt. The guidelines also provide recommendations for caloric intake and physical activity based on age and gender.



EXERCISE AND PHYSICAL FITNESS

Developing good eating habits is putting your knowledge about nutrition to work. It is creating a basis for physical fitness. Without the proper nutrients, your body cannot function properly, let alone perform activities that require much exertion.

Your body is like a machine. It needs high-power fuel to run at its optimum level. It is also like a machine in that it cannot sit idle for long before it begins to rust. You need to work all of its components on a regular basis, or they will atrophy and become susceptible to breakdown. In addition to nutrition, exercise is an important way of maintaining your health.

Exercise can have beneficial effects on not only your physical health but also your mental health as well. When done on a regular basis, exercise will enable you to perform daily tasks with an increased amount of energy and enthusiasm. It will also help you to deal with stress and be more alert.



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Circle the letter of the correct answer.

- 1.16** In addition to nutrition, _____ is an important means of maintaining your health.
- a. exercise b. diet c. school
- 1.17** Regular exercise will enable you to perform daily tasks with an increased amount of enthusiasm and _____.
- a. energy b. skill c. rest
- 1.18** Regular exercise can also reduce your _____.
- a. hunger b. stress c. energy
-
-

HEALTHY COMMUNICATIONS

How much do you talk in a given day? How often do you text or send written communications? Perhaps you also send images or video clips to friends and family throughout the day as well. All of these are forms of communication, which is the process of giving and receiving messages. Communication comes in many forms beyond the spoken word.

While you may communicate through speech a great deal, when you aren't talking, you're still sending messages with your facial expressions and body movements. Your expression or body stance may say, "I'm interested in this" or "Leave me alone" or a variety of other messages that others will recognize. We **commu-
nicate** with others through our words, **tone**, and **body language**.

Communication can be intentional or unintentional. And some people are better able to read body language and interpret tone. Two people can say the same thing, but the intent and tone can change how that message is received. The mode of communication matters as well. Something said aloud can be received quite differently in a text.

A little extra awareness, thinking about tone, words, and body language, can help you communicate what you mean to communicate.

EXAMPLE

Tyler walks into a coffee shop and seeing an employee helping a line of customers placing coffee order, he walks to the front of the line and says, "I need an application for a job here."

The employee is frustrated by the arrogance displayed as Tyler cut in front of the customers waiting in line and the tone of his demand for an application rather than first asking of whether the shop was currently hiring. The employee tells Tyler the coffee shop is not currently hiring, even though there is an open position and Tyler misses out on the opportunity for a job.

Considering the story of Tyler, perhaps you can see the importance of being aware of how we talk to others and what we say.

The 7-38-55 Rule. Words, body language, and tone have been mentioned. These three aspects of communication are part of a very famous concept called the 7-38-55 rule, which says that how much we believe and like a person is based 7 percent on the actual words spoken, 38 percent on the tone of voice used, and 55 percent on the message communicated through body language. When there is an incongruity between the three, people tend to believe body language or tone of voice more than the words spoken.

Keep this in mind the next time someone says to you, "What's wrong?" and you snap back, "Nothing!" Just by the anger in your eyes and the tone of your voice, someone is going to know that you are obviously upset and not speaking the truth.

The 7-38-55 rule will help you be a better communicator and have better interpersonal relationships. Now that you know that a conversation is more than a string of spoken words, you can consider how others will perceive your messages. You can work on making sure that your words, your tone, and your body language match up. And, if there are miscommunications, you can clarify and correct misunderstandings by continuing to communicate honestly, which will make your relationships stronger.

Unfortunately, the first list is illustrative of the communication repertoire many inexperienced or self-centered communicators use. Without the good communication skills available to them, they respond automatically to the emotion presented and are consequently unable to communicate successfully in a variety of situations, even if their intentions are toward cooperation and resolution.

Write *T* for True or *F* for False.

- 2.22 _____ Cultural communication is the ability to interact in a manner appropriate for the situation, the individuals, and the task.
- 2.23 _____ There is one approach for competent communications.
- 2.24 _____ Learning more about communication options increases your potential for communication competence.
- 2.25 _____ Ignoring a friend who communicates angrily with you displays your communication competence.

Choose the right behavior. Understanding what behavior is appropriate in a particular context or situation is the next step in becoming a competent communicator. Responding to anger with anger may not be the right choice to make, even if you want to communicate that you are angry. The consequences of a poor response could turn out to be worse than the initial offense.

When considering how to respond to a situation, you should judge your choice against three criteria:

1. Does my choice correspond to what I believe to be true?
2. Does my choice help to bring about the desired outcome?
3. Does my choice take into consideration the feelings and needs of the other person?

The answer to the first question reveals whether the message is an honest one. The second question addresses whether your choice is appropriate for the situation. The third question determines whether your choice is appropriate and good for the other person.

Several other communication skills can be used to answer these questions. For example, listening carefully to what the other person is saying will help you determine the correct response. Listening to the other person is critical to selecting the best way to respond.

Thinking through scenarios can also be an effective tool in choosing appropriate behavior. Rehearsing alternate scenarios in your mind can help you to decide which will have the best results. You might have two choices that are true, necessary, and kind; but one might be better suited for the situation.

A third communication skill that can help you make the most appropriate choice is taking the other person's perspective. By imagining how you might feel in a given situation, you may be able to determine which response is kind or necessary.

SELF TEST 2

Write the letter of the vocabulary word that matches the correct definition (each answer, 3 points).

- | | | | |
|-------|-------|--|--------------------------------|
| 2.01 | _____ | way your voice sounds when you are speaking | a. ecosystem |
| 2.02 | _____ | to give and receive messages | b. interpersonal communication |
| 2.03 | _____ | communications with three or more people to solve problems, share ideas, relate, or influence others | c. personality |
| 2.04 | _____ | ability to interact appropriate to situation, individuals, and task | d. public communication |
| 2.05 | _____ | total of one's mental, emotional, physical, and social characteristics | e. body language |
| 2.06 | _____ | unspoken messages conveyed through behavior, body movements | f. communicate |
| 2.07 | _____ | messages to a large audience | g. small group communication |
| 2.08 | _____ | communication between at least two people | h. tone |
| 2.09 | _____ | a person or group presenting a message to another group formally | i. competent communication |
| 2.010 | _____ | biological community of interacting organisms and their environment | j. mass communication |

Write *T* for True or *F* for False (each answer, 3 points).

- 2.011 _____ Good social etiquette communicates your respect for other people.
- 2.012 _____ People around you can only influence your thoughts and behaviors if only you allow it.
- 2.013 _____ It is our responsibility to develop relational skills.
- 2.014 _____ Good manners are only necessary when interacting with people close to you.
- 2.015 _____ You don't have to have friends to be socially healthy.
- 2.016 _____ Our words are the only way we convey a message when speaking with someone.
- 2.017 _____ It's possible to talk and listen at the same time.
- 2.018 _____ Cultural communication is the ability to interact in a manner appropriate for the situation, the individuals, and the task.
- 2.019 _____ There is one approach for competent communications.
- 2.020 _____ Learning more about communication options increases your potential for communication competence.

Antibiotic drugs are one of the most commonly prescribed drugs. They are used to treat bacterial infections. Antibiotics fight invading bacteria by either slowing their multiplication or destroying them. Antibiotic drugs are chosen according to the place of infection and the type of bacteria. If taken for extended periods, antibiotic drugs can harm the immune system by killing “good” bacteria. Penicillin is an example of an antibiotic drug.

Analgesics are commonly known as painkillers. They come in two forms: non-narcotic and narcotic. Non-narcotic analgesics are used for the treatment of mild pain, fever, or swelling. They work by stopping the transmission of pain impulses to the brain and spinal cord or by preventing the perception of pain. Non-narcotic analgesics, such as aspirin, acetaminophen, and ibuprofen can be dispensed over the counter (without prescription).

Narcotic analgesics are used for the treatment of severe pain. They contain opium and natural or synthetic derivatives of opium. Narcotic analgesics kill pain by blocking impulses at specific receptor sites of the brain and spinal cord. Because narcotic analgesics contain opium, a drug that can cause addictive euphoric effects, they can only be dispensed by prescription. Some examples of narcotic analgesics include codeine and morphine.

Diuretic drugs help the body to eliminate excess amounts of water in the blood, tissues, or organs by increasing the production of urine. Diuretics are used to treat fluid buildup caused by congestive heart failure, joint injury, cirrhosis of the liver, and kidney disease. They are also used to prevent further complications associated with high blood pressure. Diuretics work by either increasing the volume of blood flow through the kidneys or by limiting the kidney’s ability to put water and sodium back into the blood.

Tranquilizers are used to help treat mental disorders by producing a calming effect. Tranquilizers can be categorized into two groups: anti-anxiety drugs and anti-psychotic drugs. Anti-anxiety drugs are prescribed to help relieve the physical and emotional symptoms of anxiety. They work by slowing brain activity and reducing the heart rate. Valium® is an example of an anti-anxiety drug.

Anti-psychotic drugs are used to treat severe mental disorders, such as schizophrenia. Anti-psychotic drugs work by blocking the effects of certain neurotransmitters on the brain. Neurotransmitters are chemicals that relay messages from one nerve cell to another. Dopamine is a neurotransmitter that is associated with psychotic behavior. Anti-psychotic drugs, such as Lithium, can control the activity of dopamine.

Endocrine drugs (**hormones**) treat disorders of the endocrine system. The endocrine system consists of hormone-producing glands that regulate the body’s functions, metabolism, and growth. Endocrine drugs correct the level of specific hormones in the body. For example, insulin is an endocrine drug. When a person takes insulin, the person increases the level of insulin in his or her body. This is meant to correct the under-production of insulin by the pancreas. Other endocrine drugs include growth hormones, Synthroid, and estrogen.



Physical and psychological effects of alcoholism. Alcoholics can develop severe emotional problems. They can be plagued by sorrow and discontent. Alcohol, which an alcoholic looks to as a cure, only compounds their problems. This growing frustration with self and others often manifests in changes in behavior and personality. For example, a person who was once self-controlled and peaceable might suddenly become irritable and abusive. There is a high rate of suicide among alcoholics.

The physical symptoms of alcoholism might include flushed facial skin, poor overall health, stomach and intestinal pain in the morning, tingling in the legs and hands, confusion, and irregular pulse. These symptoms usually indicate the development or the existence of irreversible damage to body tissues. Some alcohol-related disorders include cancer of the mouth, tongue, and esophagus, cirrhosis of the liver, hepatitis, coronary heart disease, stroke, ulcers, kidney failure, and brain damage. Pregnant women who consume alcohol run the risk of miscarriage or, if they carry their babies to term, a birth defect known as fetal alcohol syndrome, which can severely retard a baby's growth and development.

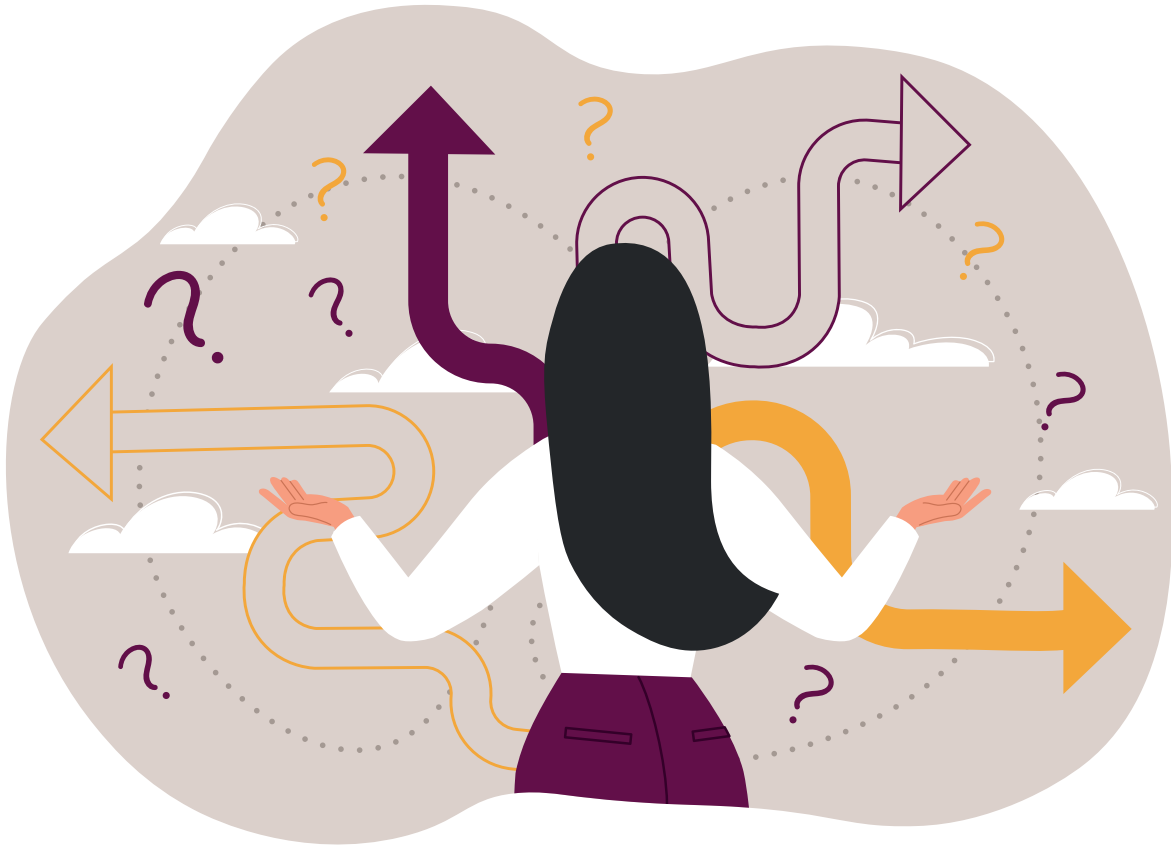
The effects of blood alcohol levels. Blood Alcohol Levels (BAL) are measured in milligrams percent of alcohol per 100 milliliters of blood. For example, a BAL of .10 indicates that 1/1000 of your blood consists of alcohol.

BAL is affected by the individual's gender, weight, and rate of consumption. For example, a 120-pound woman that has 2 glasses of wine in a two-hour period will have a BAL of .08. However, a man of the same weight that drinks the same amount of alcohol in the same amount of time will have a significantly lower BAL.

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BAL	OBSERVABLE EFFECTS
.02	mellow feeling; flushed face; talkativeness
.05	noticeable relaxation; less alertness; reduced self-control; slightly impaired coordination
.08	drunk driving limit; definite judgement and coordination impaired
.10	unpredictable displays of emotion; slurred speech; slowed reactions
.15	clearly drunk; very disoriented and confused
.30	unconsciousness may occur
.40	death possible for some; may lose consciousness
.50	risk of death very high; many stop breathing

Source: www.habitsmart.com: "Understanding Blood Alcohol Level"



LET'S REVIEW!

You've learned that the body and mind are very connected, and that wellness needs to be a priority to fuel all the daily tasks you currently complete and the expanded list of tasks you'll undertake as you grow older. The choices you make have consequences that can impact your physical, mental, social, and emotional health. You'll face important choices as you enter adulthood and using the decision-making guide will help prepare you to make smart choices. Developing emotional health will help you maintain healthy interactions and you can protect your physical and emotional health by educating yourself on drug use and abuse.



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. Determine if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself again (review the questions you wrote initially).
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evise areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

FAMILY AND CONSUMER SCIENCE

NUTRITION & MEAL PLANNING

INTRODUCTION | 3

1. **THE SCIENCE OF NUTRITION** **5**

HEALTH AND NUTRITION | 6

CHOOSING THE RIGHT FOODS | 8

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2. **STOCKING A HEALTHY KITCHEN** **22**

USING MYPLATE | 23

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HEALTHY DIET: BALANCING TIME, BUDGET, AND PREFERENCES | 29

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DEVELOPING YOUR FOOD BUDGET | 38

MAKING THE MOST OF YOUR FOOD BUDGET | 40

BEWARE OF ADVERTISING | 44

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GLOSSARY | 51



LIFEPAC Test is located at the back of the booklet. Please remove before starting the unit.

Nutrition & Meal Planning

Introduction

In Family & Consumer Science Unit 1, you learned a lot about how to live a healthy life. In this unit, you'll learn more about the science behind nutrition and how to use that knowledge to develop healthy eating habits and choose the foods you'll buy to stock your kitchen. You will also learn about ways to balance the tasks of planning meals, buying food, and preparing your healthy meals with a busy schedule, a set food budget, and your personal preferences.

Lastly, you will learn about the different types of food retail stores, their advantages and disadvantages, how to make the most of your food budget and keep your kitchen stocked with healthy ingredients, and how to evaluate food advertisement claims against nutrition and ingredient labels. Equipped with this knowledge, you'll be well prepared to make healthy food choices, make smart shopping decisions, and keep your kitchen stocked with the healthy ingredients you need for delicious meals.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Identify the components of proper health and nutrition.
2. Recognize that too much fat and not enough fiber may contribute to health problems.
3. Explain the role of carbohydrates as the body's energy source.
4. Explain the role of fats in maintaining a healthy body.
5. Explain the role of proteins in maintaining a healthy body.
6. Explain the role of vitamins in maintaining a healthy body.
7. Explain the role of minerals in maintaining a healthy body.
8. Become familiar with the USDA's recommended dietary guidelines.
9. Understand how to apply dietary guidelines to daily eating choices.
10. Know how to identify the information given on food nutrition labels.
11. Understand how to calculate nutrition label information by serving size.
12. Recognize the importance of reading food labels.
13. Identify strategies to maintain a healthy diet with a busy schedule.
14. Identify strategies to balance a food budget with healthy dietary choices.
15. Understand how food preferences impact dietary choices.
16. Recognize the impact of a food budget on food choices.
17. Identify strategies for smart food shopping.
18. Compare and contrast different types of grocery stores.
19. Recognize psychological appeals of food advertisements.
20. Understand how to evaluate price and nutritional values of foods.

1. THE SCIENCE OF NUTRITION

Understanding how the foods you eat impact the functions of your body will help you make smart choices as you plan meals and purchase the foods you'll stock your pantry and refrigerator with and use to prepare meals. In this first section, you'll learn about the chemical processes that happen as your body breaks down foods, how they are converted and used by the body, and what happens when you consume foods that are unhealthy.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Identify the components of proper health and nutrition.
2. Recognize that too much fat and not enough fiber may contribute to health problems.
3. Explain the role of carbohydrates as the body's energy source.
4. Explain the role of fats in maintaining a healthy body.
5. Explain the role of proteins in maintaining a healthy body.
6. Explain the role of vitamins in maintaining a healthy body.
7. Explain the role of minerals in maintaining a healthy body.

Vocabulary

Study these words to enhance your learning success in this section.

anabolism

calories

carbohydrates

catabolism

circulatory system

enzyme

glucose

minerals

nutrients

vitamins

Note: All vocabulary words in this unit appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Carbohydrates. **Carbohydrates** are the body’s primary and immediate source of energy. Each gram of carbohydrate provides the body with 4 calories. Calories refer to the amount of energy consumed from food and beverages and the amount expelled through activities and exercises. For example, if you were to walk for an hour, you would burn approximately 200 calories. That means various cells in your body would need to convert 50 grams of carbohydrates into glucose to provide the energy needed to walk an hour.

Carbohydrates are “burned” in the form of **glucose**. During digestion, complex carbohydrates are broken down into glucose units. Glucose is then absorbed by cells and used for energy during metabolism. Unused glucose is sent to the liver, where it is stored for later use as fuel. In the liver, glucose is stored as glycogen, a form of starch.

Carbohydrates exist in abundance in foods that contain starch and sugar. Foods, such as pasta, bread, corn, potatoes, beans, fruits, table sugar, honey, and candy, are high in carbohydrates. However, not all carbohydrates affect the body in the same way. Complex carbohydrates require a prolonged process of digestion to break down into glucose. This extended process helps to maintain proper “blood sugar” levels.

Total Carbohydrates

Food/Drink	per Serving	Sugars	Fibers
Dr. Pepper™	27 grams	27 grams	0 grams
Coca Cola™	27 grams	27 gram	0 gram
Pepsi Cola™	27 grams	27 grams	0 grams
Mountain Dew™	31 grams	31 grams	0 grams
Pop-Tarts™ (frosted Cherry)	38 grams	19 grams	1 gram
Frosted Flakes™ (cereal)	28 grams	12 grams	1 gram
Fruit Loops™	28 grams	15 grams	1 gram
Cocoa Puffs™	26 grams	14 grams	0 grams
Cap’N Crunch™	23 grams	12 grams	1 gram
Jello™ (Chocolate)	28 grams	22 grams	1 gram
Jello™ (Strawberry)	17 grams	17 grams	0 grams
Fudgesicles™	17 grams	4 grams	1 gram
Twinkies™	25 grams	14 grams	0 grams
Hostess Cup Cakes™	30 grams	17 grams	1 gram
Fig Newtons™	22 grams	12 grams	1 gram
Oreo™ cookies	23 grams	13 grams	1 gram
Chips Ahoy!™ cookies	21 grams	10 grams	1 gram

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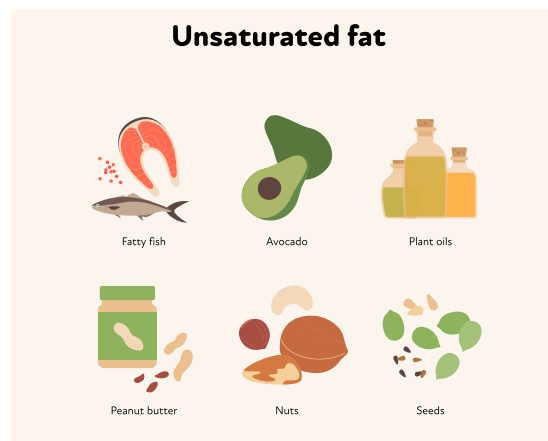
Fats. Another source of energy is fat. Fat is the most concentrated form of energy, yielding 9 calories per gram. Because of its role in the absorption of vitamins, the protection of vital organs, and the digestion of other foods, fat is essential to good health.

There are two types of dietary fats, saturated and unsaturated. Dietary fats are fats that are eaten, as opposed to the fat found in your body. Saturated fats are found in animal products, such as meat, cheese, lard, and butter, and some plant oils, such as coconut oil and palm oil. Unsaturated fats are found in vegetables or nuts. Peanuts, olives, sunflower seeds, avocados, olives, and corn contain unsaturated fats.

Both unsaturated and saturated fats contain fatty acids. Fatty acids are organic acids that aid in the transportation and breakdown of cholesterol. Cholesterol is used by the body to synthesize Vitamin D, to maintain the proper functioning of nerve cells, to keep skin soft and supple, and to transport fat to cells.

Certain fatty acids are termed “essential” because they cannot be produced by the body. Therefore, eating foods that contain fats are vital to good health.

Fats are also essential to the absorption of Vitamins A, D, E, and K, and play a crucial role in the development of healthy bones, teeth, and skin. Any fats that are consumed (unsaturated or saturated) beyond the body’s needs are stored in tissue under the skin and around vital organs. These layers help to insulate the body from extreme temperatures and protect organs and bones from injury.



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Circle the correct answer to each question.

- 1.17** _____ is/are the most concentrated form of energy.
- a. Carbohydrates b. Water c. Fats
- 1.18** No more than _____ percent of a person’s total calorie intake should consist of fat.
- a. 50 b. 40 c. 30
- 1.19** The consumption of _____ fats cause the rise of low-density lipoprotein in the blood.
- a. saturated b. unsaturated
- 1.20** The consumption of _____ fats cause the rise of high-density lipoprotein in the blood.
- a. saturated b. unsaturated

SELF TEST 1

Write the letter of the vocabulary word that matches the correct definition (each answer, 3 points).

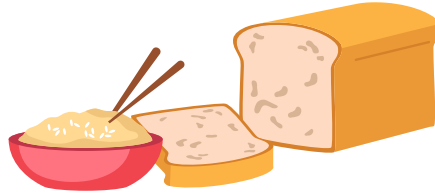
- | | | | |
|-------|-------|---|-----------------------|
| 1.01 | _____ | complex proteins in digestive tract; speed breakdown of nutrients | a. minerals |
| 1.02 | _____ | process by which the cell uses nutrients to repair or build new tissues | b. carbohydrate |
| 1.03 | _____ | scientific measurement of fuel converted to energy | c. anabolism |
| 1.04 | _____ | elements in food needed for normal development and function | d. enzyme |
| 1.05 | _____ | simple sugar that is an important energy source in living organisms | e. vitamins |
| 1.06 | _____ | sugar molecules the body breaks down into glucose | f. circulatory system |
| 1.07 | _____ | nutrient needed in small amounts to function and stay healthy | g. catabolism |
| 1.08 | _____ | conversion of nutrients into energy | h. nutrients |
| 1.09 | _____ | chemical substances absorbed by the body through digestion | i. calories |
| 1.010 | _____ | system containing the heart and blood vessels; moves blood through the body | j. glucose |

Write **T** for True or **F** for False (each answer, 2 points).

- | | | |
|-------|-------|---|
| 1.011 | _____ | The best source of hydration is soda with caffeine. |
| 1.012 | _____ | Both vitamins and minerals play an essential role in your body's health. |
| 1.013 | _____ | Food is solely composed of macronutrients such as carbohydrates, proteins, and fats. |
| 1.014 | _____ | Anabolism is the process by which cells utilize nutrients to repair or build new tissues. |
| 1.015 | _____ | Water is essential for all forms of metabolism in the body and must be replenished daily to maintain proper hydration levels. |
| 1.016 | _____ | All fats found in foods should be completely avoided for a healthy diet. |
| 1.017 | _____ | Diets high in fat tend to be high in other essential nutrients. |
| 1.018 | _____ | Calories are a scientific measurement of fuel converted to energy. |
| 1.019 | _____ | A candy bar is considered to have "empty calories" because it contains few nutrients. |
| 1.020 | _____ | Foods high in fiber are usually low in fat. |

1 serving:

- 1 slice of bread
- small roll or muffin
- 1/2 of a bun, bagel, or English muffin
- 1 to 1½ ounces cereal
- 1/2 cup cooked cereal, rice or pasta
- 3 or 4 small or 2 large crackers
- 2 breadsticks (4½ inch)
- 3 cups of popcorn
- 2 medium cookies



Fruits: 2-4 Servings

The fruit group includes fresh, frozen, canned, and dried fruits and fruit juices. Fruits are rich sources of vitamins, especially Vitamin C. They are low in fat and calories. Deep yellow orange fruits are high in Vitamin A. The fruits that have the most Vitamin C are citrus fruits, strawberries, and cantaloupe. Choose fresh fruits for the fiber. Read labels to be sure that you are drinking 100 percent fruit juice and not fruit drinks. Teens need three servings from this group each day.

1 serving:

- 1 medium fresh fruit (apple, banana, orange, etc.) or 1/2 grapefruit
- 1 medium wedge melon
- 3/4 cup fruit juice
- 1/2 cup cooked or canned fruit
- 1/4 cup dried fruit



Vegetables: 3-5 Servings

Vegetables provide vitamins (especially A and C), are excellent sources of fiber and are naturally low in fat. For maximum nutrients select dark leafy greens, deep-yellow or orange vegetables and starchy vegetables like potatoes and yams. Different vegetables provide different nutrients. Corn and potatoes provide starch. Broccoli and green peppers are good sources of Vitamin C. Carrots and squash are high in vitamin A. Dried beans and peas provide protein.

1 serving:

- 1/2 cup chopped raw, cooked, or canned vegetables
- 3/4 cup vegetable juice
- 1 cup of raw leafy vegetables
- 1 medium potato



Protein: 2-3 Servings

Animal foods are excellent sources of protein, iron, zinc, and B vitamins, as are beans, nuts and seeds. Tofu (made from soybeans) and white beans also supply calcium. Some seeds, like almonds, are good sources of Vitamin E. Choose lean meat and poultry without the skin to reduce fat. Eggs are high in cholesterol and nuts are high in fat. It is better to eat them occasionally. Fish and dried beans are good low-fat choices. Teens also need 2-3 servings from this group.

Let's look at an example of a nutrition label.

Sample Label for Frozen Lasagna

1. Serving Information → 4 servings per container
Serving size 1 cup (227g)

2. Calories → Amount per serving **Calories 280**

3. Nutrients →

	% Daily Value*
Total Fat 9g	12%
Saturated Fat 4.5g	23%
Trans Fat 0g	
Cholesterol 35mg	12%
Sodium 850mg	37%
Total Carbohydrate 34g	12%
Dietary Fiber 4g	14%
Total Sugars 6g	
Includes 0g Added Sugars	0%
Protein 15g	
Vitamin D 0mcg	0%
Calcium 320mg	25%
Iron 1.6mg	8%
Potassium 510mg	10%

4. Quick Guide to percent Daily Value (%DV)
 • 5% or less is **low**
 • 20% or more is **high**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Source: FDA.gov

Serving information. This is important to note because something may appear to be healthy, but if the serving size is small, you'll need to multiply the numbers based on how much you consume. For example, this frozen lasagna has a 1 cup serving size, but the container holds 4 servings. So, if you eat the whole container, you would be consumer 1,120 calories. Similarly, the total sugars under carbohydrates wouldn't be 6g (since that's one serving), it would be 24g.

Calories. As you know, calories provide a measure of how much energy you get from a serving of food. Assuming this frozen lasagna is a dinner for one and it's recommended you follow the general guideline of 2,000 calories per day, this one meal would be more than half your daily recommended calories. So, you can see why understanding nutrition labels is important for making decisions about the foods you eat.

Nutrients. This section shows some key ingredients, which can be used to support your dietary needs. You now know that **dietary fiber** is important, so you may look for foods high in fiber and low in sugar. Total sugars reflect sugars naturally present in foods; whereas, added sugars are those added during processing of foods. Look for foods high in dietary fiber, vitamin D, calcium, iron, and potassium and low in saturated fat, sodium, and added sugars.

Daily value percentage. This represents the percentage of the daily amount of each nutrient that should be consumed each day. Generally, 5 percent or less of the daily value of a nutrient is considered low and 20 percent or more is considered high.

You can use nutrition labels to make comparisons of the nutrient values of the foods you stock your home with, and to fact check advertising claims. You'll learn more about fact checking healthy foods advertising in Section 3 of this unit.

MAKING THE MOST OF YOUR FOOD BUDGET

Smart food shopping begins at home with careful attention to meal planning for nutritional value and a shopping list shaped to your family needs. Budget carefully and spend only what you can afford. It is important to the family's financial stability that you create a food budget and stick with it. If you must cut some food from your grocery list, make sure you cut the frills and not the necessities. Nutrients are a necessity. It is important to get all the nutrients your body needs to function from the food you eat.

The easiest way to make sure you are getting all your nutrients is to select from a variety of foods, including milk, meat, fruit, vegetables, and grain products. Cut costs by avoiding extras like junk food such as candy, salty snacks, and soft drinks which provide little more than calories.

Impulse buying can increase your grocery bill. The items you buy impulsively are probably the items you need least. Planning is the key to avoiding impulse buying. The following planning strategies can apply to shopping for any number of people.

- Make a shopping list and stick to it. Plan your shopping list around carefully planned menus.
- Check the sales at your local food stores in advance (online, print ads, and/or apps). Stock up on discounted items for future use (storage space permitting).
- Shop after eating. Hunger may tempt you to overbuy.
- Buy generic or store brand products as much as possible. These are usually cheaper, but you may need to test which products you prefer, as some brand names can be better quality.
- Shopping with family or friends can result in impulse buying as “their” selections jump into “your” cart. Saying “no” to their impulse selections may be hard at first, but it will help you stick to your budget.
- Check the **unit price**, which can tell you if buying a smaller package or portion or a larger one will be the better deal.
- Avoid ready-made items like frozen dinners as much as possible. It's often healthier and cheaper to prepare your own meals.

BUYING FRUIT AND VEGETABLE TIPS

- Buy fresh fruits and vegetables during their peak growing seasons.
- Compare the cost of fresh, dried, canned, and frozen fruits and vegetables. To determine the best buy, divide the price by the number of servings.
- Check produce for soft or brown spots, mold, or rot. Lettuce heads should be heavy and firm, fruits solid and flawless. Look at the bottom of the basket of blueberries, raspberries, strawberries. Do you see any mold? Melons should smell sweet, and you should be able to push the end in slightly. A slightly green banana will ripen at home at room temperature. Apples are ripe once they are at the store.
- It is far easier to cook frozen vegetables. Frozen vegetables won't spoil, so they're convenient and will last longer than fresh. However, fresh vegetables taste better and often retain more of their nutrients.
- Canned vegetables will also last longer than fresh, but this may also reduce the nutrient value to some extent and some canning processes increase the sodium levels.



- 3.19** What should you prioritize when making a grocery list?
- Impulse buys
 - Family preferences
 - Budget and planned menus
 - Sales at local stores
- 3.20** Which shopping companion might lead to impulse buying?
- Family or friends
 - Store employees
 - Online ads
 - Sales flyers
- 3.21** What's a common pitfall to avoid when shopping for groceries?
- Checking unit prices
 - Buying generic brands
 - Shopping while hungry
 - Making a detailed list

Deciding where to buy your groceries. There are different types of retail stores that sell food items, and knowing how they differ can help you find the best store to fit your needs. They each have advantages and disadvantages.

Type of Store	Advantages	Disadvantages
Grocery Store	Convenient Wide selection of food Many locations	Prices can vary from store to store Lack specialty items
Warehouse Food Stores	Low prices Can buy in bulk Some specialty items	Less food variety Tempting impulse buys Longer check-out lines
Co-op Food Stores	Low prices More generic items	Fewer locations
Convenience Store	Open 24-hours a day	Higher prices Limited selection
Specialty Store	Good customer service International foods and specialty items More options for people with food allergies and autoimmune diseases	Higher prices Limited general selection of foods
Farmer's Market	Fresh produce Good prices	Limited selection hours
Variety Store (sometimes called a dollar store)	Low prices	Limited supply Some prices are deceptively higher



LET'S REVIEW!

While the money you budget for food each month will depend on your income and other expenses, it's important to have a budget so you don't overspend. You can make the most of your monthly food budget by making a shopping list and sticking to it, avoiding impulse buying, and researching prices and the best food stores to meet your needs. Evaluating advertising claims made by food companies by checking food labels will help you identify which foods are the healthy choices so you can spend your money on foods with the greatest nutritional value.



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. Determine if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself again (review the questions you wrote initially).
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evise areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

FAMILY AND CONSUMER SCIENCE

FOOD SAFETY AND PREPARATION

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LIFEPAC Test is located at the back of the booklet. Please remove before starting the unit.

Food Safety and Preparation

Introduction

Knowing how to safely store and prepare the food in your home is a big part of maintaining a healthy home. No one wants to get food poisoning, as it's a miserable experience. And there are other potential food-borne illnesses that can be much more serious, with lasting health consequences. The first section of this unit will provide a detailed overview of potential food safety hazards and ways prevent food spoilage and contamination.

In the other two sections, you'll learn cooking and baking techniques for foods in MyPlate's five food groups of protein, grains, fruits, vegetables, and dairy. You'll learn everything you need to know to create healthy, enjoyable meals, snacks, and desserts. Once you have mastered the basics of food preparation, you can begin to experiment on your own to create dishes that meet your own preferences. Let's get started!

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Understand the importance of food safety.
2. Understand safe food handling practices.
3. Understand types of food contamination.
4. Recognize the symptoms of an allergic response.
5. Understand the role of personal hygiene in food safety.
6. Know the safety rules for cooling and heating foods.
7. Know the safety rules for storing different types of food.
8. Know the steps to keep a clean, sanitary kitchen.
9. Describe the rules for accident prevention.
10. Understand a variety of cooking techniques for meats, starches, and vegetables.
11. Recognize safe preparation and storage practices for meats, starches, and vegetables.
12. Become familiar with spice combinations that complement certain foods.
13. Become familiar with different types of cheese, their sources, and uses.
14. Become familiar with different types of fruits and their seasonal availability.
15. Understand methods of preparing and serving fruit.
16. Recognize the chemical reactions required in baking versus cooking.
17. Gain practical knowledge of using milk in cooking and baking.
18. Become familiar with the steps to bake yeast bread and self-rising bread.

1. FOOD STORAGE & KITCHEN SAFETY

Food safety is an important topic. Improper food storage, handling, and cooking can lead to food poisoning, which can make for a miserable day in a less serious circumstance and severe illness or even death in a more serious one. For example, in August 2010, 380 million eggs were recalled by egg companies after nearly 200 people contracted salmonella poisoning, which is a **food-borne illness** caused by **bacteria**. In 2011, the Centers for Disease Control and Prevention (CDC) reported 146 people were infected with strains of *Listeria monocytogenes*, another bacterium that causes food-borne illness. Thirty deaths were reported. The source was bacteria found in cantaloupes.

Young children under the age of four, elderly people, and pregnant women are most susceptible to food poisoning. Anyone with an impaired immune system is also more susceptible. While large-scale food-borne illnesses like these examples are often the result of a toxin in the soil or **contamination** during transport, they can also happen in the home. The ways that food is stored, washed, and prepared can all impact how safe it is to eat. In this section, you'll learn more about food safety hazards and steps you can take to prevent food-borne illness.

Section Objectives

Review these objectives. When you have completed this section, you should be able to:

1. Understand the importance of food safety.
2. Understand safe food handling practices.
3. Understand types of food contamination.
4. Recognize the symptoms of an allergic response.
5. Understand the role of personal hygiene in food safety.
6. Know the safety rules for cooling and heating food.
7. Know the safety rules for storing food.
8. Know the steps to keep a clean, sanitary kitchen.
9. Describe the rules for accident prevention.

Vocabulary

Study these words to enhance your learning success in this section.

anaphylaxis

food-borne illness

pathogens

toxic

bacteria

fungi

sanitation

virus

contamination

microorganisms

spore

Note: All vocabulary words in this unit appear in **boldface** print the first time they are used. If you are unsure of the meaning when you are reading, study the definitions given.

Potentially hazardous foods. The FDA defines potentially hazardous food as “any perishable food which consists in whole or in part of milk or milk products, eggs, meat, poultry, fish, shellfish, or other ingredients capable of supporting rapid and progressive growth of infectious or toxigenic micro-organisms.”

In the following table, you will see the most common food sources for bacteria. Some foods are more likely to have the right conditions (high in protein, mildly acidic pH) for bacteria growth than others. For example, you will notice that eggs and poultry are a source of salmonella. Red meat and dairy products also provide protein-rich environments. Fish and shellfish can be another source of bacteria.

It’s not just meat and dairy products that are fertile ground for bacteria, however. Potatoes, cooked rice, and beans (especially refried) can become breeding grounds for bacteria under the right conditions. To prevent those conditions, you’ll want to make sure your foods are prepared and stored at safe temperatures for safety.

Even fruits and vegetables, which are not protein-rich, may be contaminated and be the source of illness-causing bacteria.

Food Toxins. The CDC lists thirty-five types of bacteria that cause food-borne illnesses. These bacteria cause illness either through food infection or through food intoxication. Notice that the word toxic is embedded in the word “intoxication.” A toxin is a poison. Some bacteria create a toxin in the body after ingestion, and the toxins create illness. One example of a food toxin is salmonella.

According to the Mayo Clinic, the symptoms of salmonella poisoning include:

- nausea and vomiting
- abdominal pain
- diarrhea
- fever
- chills
- headache
- muscle pain
- blood in stool



| Foodborne Pathogen

Let's look at some of the most common food sources for bacteria.

Bacteria	Food Source	Symptoms	Prevention
<i>Bacillus cereus</i>	meats, milk, vegetables, rice, starchy foods, grains and cereals	diarrhea or vomiting	Properly heat, cool, and reheat foods.
<i>Campylobacter jejuni</i>	raw or undercooked poultry meat or cross-contamination of other foods by these items	diarrhea, cramping, abdominal pain, and fever—typically lasts one week	Cook all poultry products thoroughly: meat should be cooked throughout (until no longer pink), and any juices should run clear.
<i>Escherichia coli</i> (<i>E. coli</i>) *	unpasteurized (raw) milk, water that has not been disinfected, contact with cattle, contact with the feces of infected people, unpasteurized apple cider, and soft cheeses made from raw milk	diarrhea, urinary tract infections, respiratory illness and pneumonia, and other illnesses	Wash hands thoroughly after using the bathroom or changing diapers, before preparing or eating food, and after contact with animals or their environments—cook meat thoroughly.
* Although most strains of <i>E. coli</i> are harmless, others can make you sick.			
<i>Clostridium perfringens</i> (<i>C. perfringens</i>)	red meat and poultry	watery diarrhea and abdominal cramps within six to twenty-four hours (typically eight to twelve hours)	Cook meat thoroughly to an internal temperature of at least 145 degrees F, then keep warmer than 135 degrees F or cooler than 41 degrees F after cooking; serve meat dishes immediately after cooking; refrigerate leftovers immediately and reheat to at least 165 degrees F before serving.
<i>Listeriosis</i> *	raw foods, uncooked meats and vegetables; unpasteurized (raw) milk and cheeses and foods made from unpasteurized milk; in some ready-to-eat foods, such as hot dogs and deli meats	diarrhea, nausea, fever, miscarriage, meningitis, possible death	Check the temperature inside your refrigerator, which should be 40 degrees F or lower and 0 degrees F or lower in your freezer.
Warning: <i>Listeria</i> can grow and multiply in some foods in the refrigerator.			

Any cleaning products or other chemicals should be stored in locked storage areas away from food preparation areas. Always follow the instructions for use when using cleaners, polish, drain blockage removers, etc.

The federal government publishes a list of additives that are Generally Recognized As Safe (GRAS). The federal government must regulate additives because some food additives have been linked to illness. Monosodium glutamate (MSG) is a flavor enhancer that, when used in excess, can cause headaches, dizziness, burning throat, and nausea. Checking ingredient labels in the foods you buy can help you avoid additives like MSG in the food you purchase.

Food allergies. You learned about food allergies in Unit 2. It's important to prevent anyone in your home from having an allergic response to food. Some allergies can be so severe, even cross-contamination from an allergen food touching the same countertop, cutting board, or plate as a non-allergen food can cause a response.

According to the National Institute of Allergies and Infectious Diseases, the foods that cause most allergic reactions in adults include:



Common problem allergies or intolerance for children and infants include:



According to the National Institute of Allergy and Infectious Diseases, "a food allergy frequently starts in childhood, but it can begin at any age. Fortunately, many children will outgrow their allergy to milk, egg, wheat, and soy by the time they are 5 years old if they avoid the offending foods when they are young. Allergies to peanuts, tree nuts, and shellfish tend to be lifelong."

Cleaning and sanitizing equipment. To keep large or in-place equipment such as mixers, choppers, stoves, and tables free of dangerous levels of bacteria or other contaminants, sterilize any surfaces that come into contact with food. Be sure to always wash, rinse, and sanitize large cooking utensils and equipment after each use. Be sure to clean cutting boards and other equipment as well. Synthetic cutting boards can be sanitized in a dishwasher, but wood cutting boards must be cleaned by hand. You can use a cloth and dish soap to clean the surface. If you apply any cutting board oil, be sure to read the manufacturer's instructions and check that it is food safe.

Read and follow the manufacturer's directions for cleaning and sanitizing any kitchen equipment. Note the following recommendations:

- All electrical equipment should be unplugged prior to cleaning.
- Food particles and scraps should be removed.
- Any removable parts should be sterilized "by washing by hand."
- When finished, rinse all dishes until all soap is clear, and place them in a drying rack.
- Wash all surfaces and rinse with clean water, then wipe down all surfaces using a disinfectant.
- Any equipment surfaces that do not come into contact with food should be cleaned using a clean cloth; all parts should be air dried prior to reassembling.

Complete the following activities.

1.38 List the six conditions necessary for bacteria to grow.

_____	_____
_____	_____
_____	_____

1.39 List the three factors that can cause food contamination.



CHECK

Teacher

Date

COOKING STARCHES

You learned in Unit 2 that in nutrition, starches are a type of carbohydrate. Examples of **starch** foods include rice, pasta, potatoes, bread, and cereals. In this context, cereal isn't necessarily the kind you pour in a bowl and add milk to for breakfast, although that kind of cereal includes the edible grains of cereal. For our purposes here, **cereal** is grass **cultivated** for edible **grains**, such as wheat, rice, rye, oats, barley, corn, and sorghum. In the foods we eat, cereals are in their raw grain form or used as ingredients of different food products.

There are starchy vegetables as well, but to start, let's dive into preparing some common starch foods.

Rice and Pasta. Rice and pasta require very rapid cooking in a large amount of boiling water. Pasta and rice both swell in size during cooking, so when measuring the amount of rice or pasta you plan to cook, you'll need to keep that in mind. For rice, 1/2 cup of rice is typically enough for two people, or 1 cup is an approximate serving for four. For pasta, a good rule of thumb is 2 oz of dry pasta per person. Pasta comes in many shapes, so a few examples would be 1/2 cup of elbow macaroni is equivalent to 2 oz or 3/4 cup rigatoni is equivalent to 2 oz.

When preparing rice, you'll double the amount of water compared to the amount of rice you measure to cook. For example, if you are preparing 1 cup of rice, you'll need 2 cups of water. Add the water to a saucepan with a lid and bring the water to a full boil before adding your rice. Once the rice is added, turn the stovetop burner temperature down to low, cover again with a lid, and simmer for 20 minutes. If you cook brown rice, you may need to add a little additional water and simmer for an extra 2-5 minutes. The water will evaporate while cooking and you'll be left with cooked, fluffy rice!

When preparing pasta, be sure you have a large saucepan or pot and add plenty of water. A rule of thumb is that the water level should be at least a few inches above the pasta. Bring the water to a full boil, and then add your pasta. No lid is needed for the pot when cooking pasta. Follow the directions on the box for cooking times, which usually direct you to boil the pasta on medium heat for 7-10 minutes. You can do a taste test to check if your pasta is cooked. Just be careful of the heat and boiling water!

When the timer goes off, pour the water and pasta into a strainer in your sink, and then rinse the pasta with cold water, which rinses the starches from the surface and helps firm pasta if it's a little too soft.

NOTE

Rice should be rinsed before cooking. This is done to remove the loose starch that coats it. Wash your rice in a strainer with cold water until the water runs clear.

NOTE

If you add a bit of butter to melt on cooked pasta, it will keep it from sticking together as you finish preparing your sauce!



PREPARING VEGETABLES

Vegetables are often prepared as savory dishes, but like meats, you can certainly add sweet ingredients and sauces to liven up a dish. You can of course eat many vegetables raw, but there are also many ways to cook vegetables that are quite delicious! Let's go over the basics.

Vegetables. Vegetables are classified according to how they grow. Study the following chart.

Types of Vegetables	
Root Vegetables	beets, onions, potatoes, yams, carrots, radishes and jicama
Stem Vegetables	asparagus, celery, rhubarb, leek, swiss chard and fennel
Flower Vegetables	artichokes, broccoli, cauliflower and cabbage
Seed Vegetables	beans, cucumbers, okra, peas, pumpkin, corn, green beans, peppers, and squash
Leafy Vegetables	cabbage, collards, escarole, lettuce, romaine, kale, parsley, spinach and various greens

No matter how they are prepared, from steamed to creamed, vegetables make your meal more complete and certainly more colorful. They are nutritious and delicious.

Fresh is always best when serving vegetables plain. When lightly steamed, they add a delectable crunchiness to your meal. You can also use frozen or canned vegetables to save money, especially when you plan to combine them in a casserole, sauce, or soup.

Some quick helpful hints for preparing vegetables:

1. Freeze fresh herbs in small quantities and add, still frozen, to any dish before it's cooked. (See the Herbs and Spices Chart on p.46.)
2. Green vegetables stay bright green if cooked uncovered. Adding a little lemon to the water will also help them stay green.
3. Rule of thumb for cooking vegetables: For vegetables grown underground, cook covered. For vegetables grown above ground, cook uncovered.
4. Remember, fresh vegetables stay fresh longer if stored in covered containers or plastic bags in the refrigerator.
5. If you double the vegetable recipe, increase the liquids, herbs, and spices by less than one-half.
6. Cooking vegetables in salted water tends to draw the vitamins out of the vegetables and into the water. Add salt just before you serve. Cook vegetables in a minimum amount of water.
7. When you prepare creamed vegetables, use evaporated milk instead of fresh milk for a richer flavor in the cream sauce.
8. Heat canned vegetables only to the simmering point before serving.
9. You can freeze leftover vegetables to use in future soups.
10. Sautéing can be the most delicious way to cook vegetables, but not if you let them get mushy. Watch the pan closely.

A word of caution. Yeast breads are probably the most difficult thing to bake. Bread can be temperamental, so don't be discouraged if your first try at yeast bread fails to rise or has other structural issues.

You can make yeast bread with or without a bread maker, which is an appliance that does the kneading for you and helps control the temperatures required for yeast bread to rise properly. With any yeast bread recipe you choose, these tips will help you be successful:

- Choose a high-quality flour. Wheat flour usually has the best results.
- Measure flour very carefully.
- Softer loaves require more liquid, so if you find our bread is dry, you may need more liquid.
- Salt prevents yeast from growing too quickly. If your bread isn't rising, you may have too much salt. If it's rising too much, you may have too little.
- The fresher your yeast is, the better it will work. Be sure the yeast you use—instant, rapid or quick-rising, or active dry—is the one required in the recipe you use.

Kneading your bread dough develops the gluten, stretching and strengthening it so it can trap the gas created by the yeast. This makes the dough rise. You can knead by hand, using a stand mixer, or using a bread machine. The amount of time you'll need to knead the dough can vary, with some requiring 3-5 minutes and others requiring up to 10-15 minutes. To tell if you've kneaded long enough, press with a finger or tug on a piece of the dough. If the dough springs back immediately with a light press of the finger and it does not tear when you pull, it's been kneaded long enough.

Once your dough is thoroughly kneaded, you'll need to transfer it to a lightly greased bowl. The dough should double in size so be sure your bowl is large enough. You'll cover the dough with plastic or a clean towel and keep it in a room warm, dark place. A warm, humid environment is best for rising bread. It can take from 1-3 hours for bread to rise.

Once your bread has risen, you'll deflate it by simply pushing down on it. Then you can shape it to the desired shape to bake it in the oven according to your recipe.

DESIRABLE CHARACTERISTICS OF YEAST BREAD

- Evenly shaped with no humps or large cracks
- Tender and crisp crust
- Mellow flavor characteristic of ingredients
- Golden brown or darker color
- Soft, tender, and moist texture with no tunnels
- Pleasant odor characteristic of ingredients





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LET'S REVIEW!

In this section, you continued to learn techniques for food preparation, this time focusing on fruits and baking. You've learned about different types of fruits, classified according to how they grow, as well as the seasons fruits are harvested. Remember, fruits will be more accessible and affordable when they are in season. You also learned about different ways to prepare fruits for salads, in dishes, and in marinades and preserves. You learned that baking involves chemical reactions that make it more challenging than cooking, as well as tips for preparing cookies, cakes, pies, and more. Lastly, you learned the steps to making home-made breads, both those that require yeast and those that don't. Baking can require practice, but with a little practice, you'll be a pro!



Before you take this last Self Test, you may want to do one or more of these self checks.

1. _____ Read the objectives. Determine if you can do them.
2. _____ Restudy the material related to any objectives that you cannot do.
3. _____ Use the **SQ3R** study procedure to review the material:
 - a. **S**can the sections.
 - b. **Q**uestion yourself again (review the questions you wrote initially).
 - c. **R**ead to answer your questions.
 - d. **R**ecite the answers to yourself.
 - e. **R**evise areas you did not understand.
4. _____ Review all vocabulary, activities, and Self Tests, writing a correct answer for every wrong answer.

FAMILY AND CONSUMER SCIENCE

HOME CARE AND MAINTENANCE

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LIFEPAC Test is located at the back of the booklet. Please remove before starting the unit.

Home Care and Maintenance

Introduction

Taking care of your home will be a big part of your life. You likely already complete chores in your family home, and someday you'll be caring for a home of your own. Whether you move into an apartment, condominium, townhome, or single-family home, there are many cleaning chores and maintenance tasks you'll need to complete regularly to maintain a clean, safe, comfortable environment.

The world can be a busy, stressful place, and home should be a safe haven, a place where you feel comfortable and relaxed. To create this space, you'll need to keep your home clean and cozy. In this unit, you'll learn how to clean your home and develop a cleaning schedule. You'll also learn about maintenance tasks that should be completed inside and outside your home to keep everything functioning properly. Lastly, you'll learn about automobile care and maintenance, as your vehicle is often an extension of your home.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Learn techniques used in household cleaning.
2. Identify daily, weekly, and monthly household chores.
3. Learn about cleaning solutions appropriate for different surfaces.
4. Learn about homemade cleaning solution options.
5. Understand how cleanliness impacts personal health and safety.
6. Be able to identify common home maintenance tools.
7. Recognize the most common interior home maintenance chores.
8. Understand the steps to completing common interior home maintenance tasks.
9. Recognize common exterior home maintenance tasks that should be completed seasonally.
10. Identify useful exterior home maintenance tools.
11. Recognize the common tools needed to clean and maintain a vehicle.
12. Know the common maintenance tasks to ensure a vehicle is functioning safely.
13. Understand the basic steps of automobile maintenance tasks.
14. Recognize the frequency at which automobile maintenance should occur.
15. Recognize signs that indicate automobile maintenance is needed.

FAMILY AND CONSUMER SCIENCE

INTERIOR HOME DESIGN

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Interior Design

Introduction

Designing the interior of your home is a fun, but time-consuming process. While you may wish to immediately design every room in your home, displaying your unique style, some planning and budgetary considerations should be well thought-out before you begin. In this unit, you will learn the basics of interior design, beginning with the history of interior design styles and tips to identifying your own style. You'll also learn about ways to use color and textures in interior design, different types of furniture and placement strategies, and tips for combining style with functionality.

Before jumping into interior design basics, we'll look at ways to identify your style preferences. Interior design trends evolve over time, and in many cases, some aspects of multiple styles are appealing. You'll learn strategies to combine and unify multiple styles to create your own unique, personal style. Lastly, we will discuss ways to plan all elements of your interior design for your spaces using tools like a mood board. Let's dive in!

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAK®. When you have finished this LIFEPAK, you should be able to:

1. Identify the characteristics of common interior design styles.
2. Analyze design trends and ways they may be combined.
3. Identify common furniture styles.
4. Recognize the value of planning tools for interior design.
5. Describe the moods and emotions associated with colors.
6. Identify tools to find complementary color choices.
7. Describe factors that impact interior design choices.
8. Identify commonly used fabrics and their design applications.
9. Understand care and upkeep requirements of common fabrics.
10. Recognize the importance of scale when choosing furniture.
11. Understand how to balance style and function when choosing and staging furniture.
12. Identify different types of lighting and associated functions.
13. Understand the relationship between appliances and interior design.
14. Discuss the pros and cons of decor and furnishing options.

FAMILY AND CONSUMER SCIENCE

MONEY MANAGEMENT

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Money Management

Introduction

Caring for a home and family requires personal finance management. You'll need to learn how to pay monthly bills and expenses from the income you earn each month, while also depositing money into an emergency savings account each month. You'll soon be an independent adult, responsible for your own finances. Learning about the common expenses involved in living as an independent adult, understanding how to develop and stick to a budget, and knowing how to save for the future will prepare you to responsibly handle your money, build good credit, and stay out of debt. In this unit, you will learn about the types of expenses you'll encounter, how to develop a budget plan, and how to reduce expenses so you'll be able to follow your budget and manage your money well.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Understand the factors that should be considered before renting or buying a home.
2. Identify up-front costs involved in renting and buying a home.
3. Recognize the range of credit scores and their impact on finances.
4. Understand the continuous costs of renting or owning a home.
5. Understand the common bills and expenses paid for by adults.
6. Recognize the common expenses that arise as a family grows.
7. Understand the definition of a budget.
8. Identify the elements of budget.
9. Understand common income deductions.
10. Recognize the value of monitoring and adjusting a budget.
11. Identify different potential categories of expenses.
12. Apply the 50/30/20 rule to a budget plan.
13. Identify different tools for budgeting.
14. Identify strategies for smart shopping to reduce spending.
15. Understand the cause-and-effect relationship between home maintenance and reducing expenses.
16. Recognize the steps to follow when reading a warranty.
17. Recognize guidelines that can be used to decide whether to purchase a warranty.
18. Understand the importance of establishing an emergency savings fund.

FAMILY AND CONSUMER SCIENCE

GOALS AND CAREER PLANNING

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Goals and Career Planning

Introduction

Independent adults have many responsibilities. They must maintain their home, do their own shopping, pay bills, and care for their family members. A responsible adult must be self-disciplined, knowing they'll be held accountable for any poor choices. As you approach adulthood, you can begin planning for the life you'd like to lead in the near future. In this unit, you'll learn about setting goals, including goals for the lifestyle you'd like to have and the career that will help you achieve those goals. You'll learn about the steps to take to achieve any type of goal, how to stay motivated, and how to handle failure. You will also explore different types of careers and strategies you can use to research careers you are interested in. You'll research jobs to gain a clear, detailed understanding of the type of work, educational and training requirements, projected job availability, average pay, and other important information. With the knowledge you gain in this unit, you can begin setting your lifestyle and career goals and start working toward your future as an independent adult.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Understand the common responsibilities of independent adults.
2. Recognize traits of responsible independent adults.
3. Examine the concept of motivation.
4. Explain how motivation impacts goals.
5. Compare intrinsic and extrinsic motivation.
6. Recognize the importance of planning goals.
7. Understand the steps to successfully achieve goals.
8. Explore the concept of lifestyle goals.
9. Recognize the connection between career goals and lifestyle goals.
10. Compare definitions of work, a job, and a career.
11. Identify important information for researching careers.
12. Understand the importance of job outlook.
13. Identify reliable sources of information for researching jobs.
14. Recognize different factors that impact pay.
15. Compare and contrast job information.
16. Explain the importance of setting career goals.

FAMILY AND CONSUMER SCIENCE

HYGIENE AND YOUR HEALTH

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Hygiene and Your Health

Introduction

Your health can be greatly impacted by your personal hygiene habits and the cleanliness of the environments you inhabit each day. In Units 1 and 2, you learned about the importance of eating a healthy diet packed with the nutrients your body needs to function properly. You also learned about the importance of regularly exercising and how different types of exercise improve physical and mental health. In this unit, you'll learn about the ways your hygiene habits can affect your health.

As an independent adult, you'll be responsible for taking care of yourself, including hygiene, which is the practice of keeping yourself and your surroundings clean to prevent illness and the spread of disease. Personal hygiene practices include (personal hygiene includes behaviors like frequent handwashing, cleaning your face, bathing with soap and water, and much more.) These routines help keep your body healthy. You'll learn about the connections between hygiene habits and disease and infection, personal hygiene practices that will keep you clean and healthy, and hygiene tasks to complete in your home to ensure your home environment is also clean and healthy.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Recognize the connection between personal hygiene and health.
2. Understand hygiene-related illness risks.
3. Know hygienic practices that reduce risks of infection and disease.
4. Identify six areas of focus for personal hygiene.
5. Understand how germs can enter the body through vulnerable areas.
6. Recognize the ways hygiene can impact appearance.
7. Explain good personal hygiene habits for skin, hair, and nails.
8. Understand healthy oral hygiene practices.
9. Describe hygienic practices for eyes and ears.
10. Explain hygiene routines that should be completed daily.
11. Recognize the importance of ensuring your environment is hygienic.
12. Describe home cleaning chores that promote a hygienic environment.
13. Understand the risks associated with poor cleaning and maintenance of the home.
14. Recognize the medical and dental checkup procedures needed to maintain health.
15. Describe hygiene, safety, and emergency supplies needed in the home.

FAMILY AND CONSUMER SCIENCE

INTERPERSONAL RELATIONSHIPS AND FAMILIES

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Interpersonal Relationships and Families

Introduction

The relationships you have in your life are critical to your health and happiness. Families provide the foundation for building strong interpersonal relationships throughout your life. Growing up in a family, you learn many of the communication and life skills you'll use as an independent adult and when you start your own family someday. In this unit, you'll learn about how relationships are formed, strategies to maintain your relationships, and how to resolve conflict. You'll learn about the ways communications impact relationships and how to become a competent communicator. Lastly, you'll learn about the different types of families and common roles people assume within the family unit. We'll explore the functions of a family, including the model it provides for your future behaviors and interactions, and the common life cycle of a family.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Identify and analyze types of interpersonal relationships.
2. Analyze the process of how relationships form.
3. Identify ways to maintain a good relationship.
4. Examine how empathy can improve relationships with other people.
5. Explore how empathy is shown and why it is a useful interpersonal skill.
6. Identify and analyze stages in an interpersonal relationship, based on Knapp's Relational Model.
7. Apply problem-solving strategies to interpersonal communication issues.
8. Identify communication strategies to maintain relationships.
9. Recognize communication strategies for conflict resolution.
10. Evaluate communication effectiveness based on the five-step model to communication.
11. Analyze different types of family structures.
12. Examine the different roles people have within the family.
13. Explain how family roles can change over time.
14. Examine the four main functions of the family.
15. Understand the stages of the family life cycle.

FAMILY AND CONSUMER SCIENCE

FAMILY AND CONSUMER SCIENCE REVIEW

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Family and Consumer Science Review

Introduction

As you approach adulthood, you can begin preparing for the many responsibilities that independence will bring. As an independent adult, you'll rent your own apartment or home, pay your own bills, make your own food, and much more. You'll be able to make your own choices. You can begin imagining the lifestyle you hope to achieve, but to meet those lifestyle goals, you'll need to learn how to care for yourself and your home, choose and pursue a career path, develop budgeting and money management skills, and learn how to communicate effectively in a variety of situations to build and maintain strong relationships. In this unit, we'll review the factors that can influence your overall wellness, the common responsibilities of independent adults, strategies to manage those responsibilities, the importance of setting and working toward goals throughout your life, and the many benefits of families.

Objectives

Read these objectives. The objectives tell you what you will be able to do when you have successfully completed this LIFEPAAC®. When you have finished this LIFEPAAC, you should be able to:

1. Understand your responsibilities for healthy living.
2. Recognize factors that affect physical and mental health.
3. Understand the importance of food safety.
4. Explain how hygiene impacts personal health.
5. Describe routine hygiene habits.
6. Recognize the characteristics of common interior design styles.
7. Describe the factors that impact interior design choices.
8. Explain the function of a budget.
9. Recognize the common responsibilities of adults.
10. Describe the steps to achieving goals.
11. Understand the connection between personal relationships and wellness.
12. Explain the concepts of social and emotional health.
13. Understand how relationships are formed and maintained.
14. Recognize the functions of the family unit.
15. Understand how healthy communication strategies strengthen family bonds.

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