



# Family and Consumer Science Teacher's Guide

## CONTENTS

Curriculum Overview . . . . .	3
LIFEPAC® Management . . . . .	9
Teacher Notes . . . . .	25
Alternate Tests . . . . .	41
Answer Keys . . . . .	60
Self Test Keys . . . . .	103
Test Keys . . . . .	140
Alternate Test Keys . . . . .	150

**Author:**  
**Editor:**

**Marcia Parker, M.Ed.**  
**Alan Christopherson, M.S.**



Alpha Omega Publications®

804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

© MM by Alpha Omega Publications, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.



**M  
A  
N  
A  
G  
E  
M  
E  
N  
T**



## **STRUCTURE OF THE LIFEPAC CURRICULUM**

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

Each LIFEPAC is divided into 3 to 5 sections and begins with an introduction or overview of the booklet as well as a series of specific learning objectives to give a purpose to the study of the LIFEPAC. The introduction and objectives are followed by a vocabulary section which may be found at the beginning of each section at the lower levels, at the beginning of the LIFEPAC in the middle grades, or in the glossary at the high school level. Vocabulary words are used to develop word recognition and should not be confused with the spelling words introduced later in the LIFEPAC. The student should learn all vocabulary words before working the LIFEPAC sections to improve comprehension, retention and reading skills.

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

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

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

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

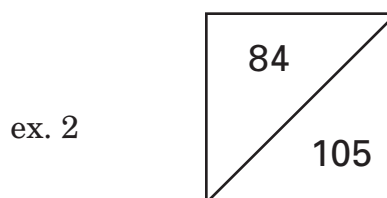
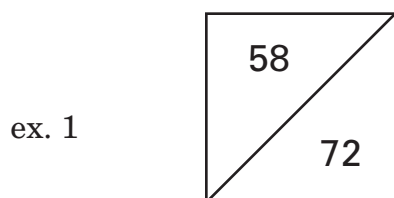
Answer and test keys have the same numbering system as the LIFEPACs and appear at the back of this handbook. The student may be given access to the answer keys (not the test keys) under teacher supervision so that he can score his own work.

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

**TEST SCORING and GRADING**

Answer keys and test keys give examples of correct answers. They convey the idea, but the student may use many ways to express a correct answer. The teacher should check for the essence of the answer, not for the exact wording. Many questions are high level and require thinking and creativity on the part of the student. Each answer should be scored based on whether or not the main idea written by the student matches the model example. “Any Order” or “Either Order” in a key indicates that no particular order is necessary to be correct.

Most self tests and LIFEPAC tests at the lower elementary levels are scored at 1 point per question; however, the upper levels may have a point system awarding 2 to 5 points for various questions. Further, the total test points will vary; they may not always equal 100 points. They may be 78, 85, 100, 105, etc.



A score box similar to ex.1 above is located at the end of each self test and on the front of the LIFEPAC test. The bottom score, 72, represents the total number of points possible on the test. The upper score, 58, represents the number of points your student will need to receive an 80% or passing grade. If you wish to establish the exact percentage that your student has achieved, find the total points of his correct answers and divide it by the bottom number (in this case 72.) For example, if your student has a point total of 65, divide 65 by 72 for a grade of 90%. Referring to ex. 2, on a test with a total of 105 possible points, the student would have to receive a minimum of 84 correct points for an 80% or passing grade. If your student has received 93 points, simply divide the 93 by 105 for a percentage grade of 89%. Students who receive a score below 80% should review the LIFEPAC and retest using the appropriate Alternate Test found in the Teacher’s Guide.

The following is a guideline to assign letter grades for completed LIFEPACs based on a maximum total score of 100 points.

LIFEPAC Test	=	60% of the Total Score (or percent grade)
Self Test	=	25% of the Total Score (average percent of self tests)
Reports	=	10% or 10* points per LIFEPAC
Oral Work	=	5% or 5* points per LIFEPAC

\*Determined by the teacher’s subjective evaluation of the student’s daily work.

## *Family and Consumer Science LIFEPAC Management*

---

Example:

LIFEPAC Test Score	=	92%	92	x	.60	=	55 points
Self Test Average	=	90%	90	x	.25	=	23 points
Reports						=	8 points
Oral Work						=	4 points

---

TOTAL POINTS	=	90 points
--------------	---	-----------

Grade Scale based on point system:	100	–	94	=	A
	93	–	86	=	B
	85	–	77	=	C
	76	–	70	=	D
	Below		70	=	F

## **TEACHER HINTS and STUDYING TECHNIQUES**

LIFEPAC Activities are written to check the level of understanding of the preceding text. The student may look back to the text as necessary to complete these activities; however, a student should never attempt to do the activities without reading (studying) the text first. Self tests and LIFEPAC tests are never open book tests.

Writing complete answers (paragraphs) to some questions is an integral part of the LIFEPAC Curriculum in all subjects. This builds communication and organization skills, increases understanding and retention of ideas, and helps enforce good penmanship. Complete sentences should be encouraged for this type of activity. Obviously, single words or phrases do not meet the intent of the activity, since multiple lines are given for the response.

Review is essential to student success. Time invested in review where review is suggested will be time saved in correcting errors later. Self tests, unlike the section activities, are closed book. This procedure helps to identify weaknesses before they become too great to overcome. Certain objectives from self tests are cumulative and test previous sections; therefore, good preparation for a self test must include all material studied up to that testing point.

The following procedure checklist has been found to be successful in developing good study habits in the LIFEPAC curriculum.

1. Read the introduction and Table of Contents.
2. Read the objectives.
3. Recite and study the entire vocabulary (glossary) list.
4. Study each section as follows:
  - a. Read the introduction and study the section objectives.
  - b. Read all the text for the entire section, but answer none of the activities.
  - c. Return to the beginning of the section and memorize each vocabulary word and definition.
  - d. Reread the section, complete the activities, check the answers with the answer key, correct all errors, and have the Adult check.
  - e. Read the self test but do not answer the questions.
  - f. Go to the beginning of the first section and reread the text and answers to the activities up to the self test you have not yet done.
  - g. Answer the questions to the self test without looking back.
  - h. Have the self test checked by the teacher.
  - i. Correct the self test and have the teacher check the corrections.
  - j. Repeat steps a–i for each section.

5. Use the SQ3R\* method to prepare for the LIFEPAC test.
6. Take the LIFEPAC test as a closed book test.
7. LIFEPAC tests are administered and scored under direct teacher supervision. Students who receive scores below 80% should review the LIFEPAC using the SQ3R\* study method and take the Alternate Test located in the Teacher Handbook. The final test grade may be the grade on the Alternate Test or an average of the grades from the original LIFEPAC test and the Alternate Test.

\*SQ3R: Scan the whole LIFEPAC.

**Q**uestion yourself on the objectives.

**R**ead the whole LIFEPAC again.

**R**ecite through an oral examination.

**R**everiew weak areas.



**GOAL SETTING and SCHEDULES**

Each school must develop its own schedule, because no single set of procedures will fit every situation. The following is an example of a daily schedule that includes the five LIFEPAC subjects as well as time slotted for special activities.

Possible Daily Schedule

8:15	–	8:25	Pledges, prayer, songs, devotions, etc.
8:25	–	9:10	Bible
9:10	–	9:55	Language Arts
9:55	–	10:15	Recess (juice break)
10:15	–	11:00	Mathematics
11:00	–	11:45	Social Studies
11:45	–	12:30	Lunch, recess, quiet time
12:30	–	1:15	Science
1:15	–		Drill, remedial work, enrichment*

\*Enrichment: Computer time, physical education, field trips, fun reading, games and puzzles, family business, hobbies, resource persons, guests, crafts, creative work, electives, music appreciation, projects.

Basically, two factors need to be considered when assigning work to a student in the LIFEPAC curriculum.

The first is time. An average of 45 minutes should be devoted to each subject, each day. Remember, this is only an average. Because of extenuating circumstances a student may spend only 15 minutes on a subject one day and the next day spend 90 minutes on the same subject.

The second factor is the number of pages to be worked in each subject. A single LIFEPAC is designed to take 3 to 4 weeks to complete. Allowing about 3-4 days for LIFEPAC introduction, review, and tests, the student has approximately 15 days to complete the LIFEPAC pages. Simply take the number of pages in the LIFEPAC, divide it by 15 and you will have the number of pages that must be completed on a daily basis to keep the student on schedule. For example, a LIFEPAC containing 45 pages will require 3 completed pages per day. Again, this is only an average. While working a 45 page LIFEPAC, the student may complete only 1 page the first day if the text has a lot of activities or reports, but go on to complete 5 pages the next day.

Long range planning requires some organization. Because the traditional school year originates in the early fall of one year and continues to late spring of the following year, a calendar should be devised that covers this period of time. Approximate beginning and completion

dates can be noted on the calendar as well as special occasions such as holidays, vacations and birthdays. Since each LIFEPAAC takes 3-4 weeks or eighteen days to complete, it should take about 180 school days to finish a set of ten LIFEPAACs. Starting at the beginning school date, mark off eighteen school days on the calendar and that will become the targeted completion date for the first LIFEPAAC. Continue marking the calendar until you have established dates for the remaining nine LIFEPAACs making adjustments for previously noted holidays and vacations. If all five subjects are being used, the ten established target dates should be the same for the LIFEPAACs in each subject.

## **FORMS**

The sample weekly lesson plan and student grading sheet forms are included in this section as teacher support materials and may be duplicated at the convenience of the teacher.

The student grading sheet is provided for those who desire to follow the suggested guidelines for assignment of letter grades found on page 3 of this section. The student's self test scores should be posted as percentage grades. When the LIFEPAAC is completed the teacher should average the self test grades, multiply the average by .25 and post the points in the box marked self test points. The LIFEPAAC percentage grade should be multiplied by .60 and posted. Next, the teacher should award and post points for written reports and oral work. A report may be any type of written work assigned to the student whether it is a LIFEPAAC or additional learning activity. Oral work includes the student's ability to respond orally to questions which may or may not be related to LIFEPAAC activities or any type of oral report assigned by the teacher. The points may then be totaled and a final grade entered along with the date that the LIFEPAAC was completed.

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

T E A C H E R



**N  
O  
T  
E  
S**

## **INSTRUCTION FOR FAMILY AND CONSUMER SCIENCE**

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

The Teacher Notes section of the handbook lists the required or suggested materials for the LIFEPAACs and provides additional learning activities for the students. The materials section refers only to LIFEPAAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

### **Materials needed for LIFEPAK 1**

#### **Required:**

Hand cream  
Cotton balls  
Nail file  
Cuticle cream  
Cuticle remover  
Nail brush  
Orange stick  
Buffing cream  
Nail buffer

#### **Suggested:**

Nail polish remover  
Nail base coat  
Nail polish  
Nail top coat

### **ADDITIONAL LEARNING ACTIVITIES:**

#### **Section I Inner Beauty**

1. Girls: Read the book *Patterns from Proverbs 31*, by Sharon Rhoades, filling in the work book as you go.
2. Boys: Choose a character from the Bible, such as Paul and do a character study of his life. List the character qualities that you find such as faithful.
3. Look up on the Internet, the Myers-Briggs type Indicator. It is a test to find out your personality type. Take this test for fun. There are other personality tests available as well.

#### **Section II Physical Beauty**

1. Go to a hair salon and have your hair styled. Have a manicure or pedicure. If you can locate a beauty school near your home, you will find their prices very reasonable for this fun outing. Or, have a friend over and give each other manicures or pedicures.
2. After determining what skin type you are, go through the steps for facial cleansing. Even guys can have fun experiencing the use of a facial mask. A fun thing to do for girls is to go to a department store cosmetic counter and ask for a free facial and makeup demonstration.
3. If you are really struggling with diet a suggested book that is recommended by many doctors, is *Choose to Lose*, by Dr. Ron Goor and Nancy Goor. The book contains the tools and knowledge to make dietary changes that will keep you healthy for a lifetime. It contains food tables that give the total calories, saturated fat calories, and fat calories for hundreds of food items, including commercial products, fast foods, and restaurant choices. It provides information about the importance of carbohydrates and fiber in the diet. This book not only points out the don'ts, but it also provides the answers to dietary questions and solutions to problems.

#### **Section III Behavioral Beauty**

1. Study the attributes of being a lady or gentleman (see the LIFEPAK) and list those you think that you possess. Have a friend make a list of the attributes that they think you have. Compare lists and determine what you need to do to improve your behavior so that you will become more of a lady or gentleman.
2. Practice introductions with a friend or teacher. Use a variety of ages, stations, and sexes.

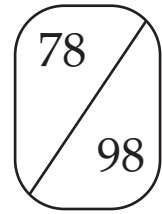


**FAMILY AND CONSUMER SCIENCE LIFEPAK 1 ALTERNATE TEST**

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

**Score** \_\_\_\_\_



**Matching: Select the Christian quality that best fits the quotation** (each answer, 2 points).

- |  |                       |
|--|-----------------------|
| 1. _____ "I will behave with integrity."                                 | a. knowledge          |
| 2. _____ "I will study scripture."                                       | b. brotherly kindness |
| 3. _____ "I will develop the ability to say, no."                        | c. patience           |
| 4. _____ "I will show concern for my fellow man."                        | d. temperance         |
| 5. _____ "I will strive to be Christ-like."                              | e. godliness          |
| 6. _____ "I will cultivate forbearance in my relationships with others." | f. charity            |
| 7. _____ "I will show love toward my Christian friends."                 | g. virtue             |

**Determine if the following issues are (a) biblical principles or (b) personal preferences** (each answer, 1 point).

- 8. \_\_\_\_\_ homosexuality
- 9. \_\_\_\_\_ long hair on men
- 10. \_\_\_\_\_ premarital sex
- 11. \_\_\_\_\_ women wearing slacks
- 12. \_\_\_\_\_ abortion
- 13. \_\_\_\_\_ dancing

**Matching** (each answer, 2 points).

- |                                       |                      |
|---------------------------------------|----------------------|
| 14. _____ affects your heart          | a. carbohydrates     |
| 15. _____ empty calories              | b. salt              |
| 16. _____ affects your complexion     | c. eating too little |
| 17. _____ affects your blood pressure | d. sugar             |
| 18. _____ affects your energy level   | e. fat               |

**Answer the following** (each answer, 2 points).

- 19. How often should you shower? \_\_\_\_\_
- 20. What causes body odor? \_\_\_\_\_
- 21. What face shape lends itself to any hairstyle? \_\_\_\_\_
- 22. What is the focal point of the face? \_\_\_\_\_
- 23. What is the key to good posture? \_\_\_\_\_
- 24. What are the five food groups? \_\_\_\_\_

## ***Family and Consumer Science Alternate Test LIFEPAK 1***

---

25. What is the key to proper nutrition? \_\_\_\_\_

26. What are conversational “sweeteners”? \_\_\_\_\_

**Matching** (each answer, 2 points).

- |   |                       |
|---|-----------------------|
| 27. _____ ability of muscles and joints to move freely.                         | a. muscle strength    |
| 28. _____ ability of heart and lungs to perform well during sustained exercise. | b. muscle endurance   |
| 29. _____ ability of muscles to work for a very long time.                      | c. muscle flexibility |
| 30. _____ ability of muscles to do hard work.                                   | d. aerobic endurance  |

**Define the following words** (each answer, 4 points).

31. personality \_\_\_\_\_

32. nutrients \_\_\_\_\_

33. antiperspirant \_\_\_\_\_

34. manicure \_\_\_\_\_

35. carriage \_\_\_\_\_

36. communication \_\_\_\_\_

**Short Answer. Select *two* of the following questions and answer as completely as you can using complete sentences** (each answer, 4 points).

37. Select one of the following Biblical principles and explain what it teaches: Individuality; Self-government; Christian character; or Conscience, our most sacred property.

38. Explain the relationship between health and hygiene.

39. What does daily aerobic exercise do for your body?

40. Outline the steps for skin care for dry skin.

41. Introduce your mother to a friend.

**SECTION ONE**

- |     |   |      |   |
|-----|---|------|---|
| 1.1 | Virtue is the resolve to stay pure.<br>Knowledge is an intellectual aspect involving feeding the thought life to do right.<br>Temperance involves self-control towards yourself.<br>Patience is the self-control you show toward others.  | 1.6  | Any four: heredity, environment, religion, where you live, family size or status and role models. |
|     |   | 1.7  | Adult check   |
|     |   | 1.8  | Answers will vary   |
|     |   | 1.9  | Either order:<br>a. temperament<br>b. character   |
| 1.2 | The beginning point upon which the qualities of 2 Peter 1: 2-7 are built is salvation.  | 1.10 | Answers will vary   |
| 1.3 | Biblical principles are those principles based on Scripture and are never changing. Personal preferences change from generation to generation, culture to culture and day to day. Personal preferences are not addressed by the Scriptures in a clear or definite manner.   | 1.11 | Answers will vary   |
|     |   | 1.12 | Answers will vary   |
|     |   | 1.13 | Answers will vary   |
|     |   | 1.14 | Answers will vary   |
| 1.4 | a. b<br>b. p<br>c. b<br>d. p<br>e. b<br>f. p  |      |   |
| 1.5 | a. Individuality: we are created in God's image, yet we are complex and unique.<br>b. Self-government: teaches us to control ourselves concerning behavior and discipline.<br>c. Christian character: teaches us to do everything we do to the best of our abilities and to honor God.<br>d. Conscience: our conscience is our safe guide to do right and must be trained and filled with Godly thoughts. |      |   |

This Teacher's Guide has been updated to reflect MyPlate changes. Until the corresponding changes are made to the units, some of the answers may not match the information given in the student worktexts. Everything will be aligned in the near future.

## SECTION TWO

- |      |   |      |   |
|------|---|------|---|
| 2.1  | Health is the general condition of the body or mind with reference to soundness and vigor.  | 2.18 | Answers will vary   |
| 2.2  | Hygiene is a condition or practice conducive to the preservation of health, as cleanliness.   | 2.19 | You should shower or bathe at least once a day.   |
| 2.3  | Health is state of wellness and hygiene is the method or technique for maintaining that state of wellness.                              | 2.20 | Moisture given off by the body combined with dirt and soiled clothing, warmed by the skin.  |
| 2.4  | You need it to be active, it catches the eye and makes you attractive.  | 2.21 | A regular deodorant prevents odor; an antiperspirant stops wetness.   |
| 2.5  | The Biblical principle that is important for maintaining good health is self-government.  | 2.22 | Any order:<br>a. fresh breath<br>b. removes food particles<br>c. removes plaque<br>d. prevents cavities   |
| 2.6  | Adult Check   | 2.23 | Answers will vary   |
| 2.7  | Either order:<br>a. nutrition<br>b. physical fitness  | 2.24 | The focal point of the face is the eyes.  |
| 2.8  | The key to proper nutrition is a well-balanced diet.  | 2.25 | Makeup should be used in moderation in order to enhance your own natural beauty and not hide it. For example, eye makeup should be used only to enhance the color, size, depth, spacing and sparkle of your eyes. |
| 2.9  | The food pyramid replaced the "four food groups" for determining a well-balanced diet. The food pyramid was updated in 2011 to MyPlate. | 2.26 | Lipstick is used not only to intensify color, but it can also be used effectively to perfect the shape and proportion of your mouth.  |
| 2.10 | Proteins, Fruits, Vegetables, Grains, and Dairy   | 2.27 | Adult check   |
| 2.11 | Any order:<br>a. muscle strength<br>b. muscle endurance<br>c. flexibility<br>d. aerobic endurance                                       | 2.28 | Adult check   |
| 2.12 | c. eating too little  | 2.29 | Adult check   |
| 2.13 | e. fat  | 2.30 | Adult check   |
| 2.14 | a. carbohydrates  | 2.31 | Adult check   |
| 2.15 | d. sugar  | 2.32 | Adult check   |
| 2.16 | b. salt   | 2.33 | Adult check   |
| 2.17 | Adult check   | 2.34 | Adult check   |
|      |   | 2.35 | Adult check   |
|      |   | 2.36 | Adult check   |
|      |   | 2.37 | Adult check   |

**SELF TEST 1**

- 1.01 g. virtue
- 1.02 e. godliness
- 1.03 a. knowledge
- 1.04 c. patience
- 1.05 d. temperance
- 1.06 b. brotherly kindness
- 1.07 f. charity
- 1.08 salvation
- 1.09 Answers may vary. Example, gossip because the Bible addresses this issue specifically, I Cor. 6:8.
- 1.010 Answers may vary. Example, going to movies because the Bible does not address this issue specifically. It is a personal decision.
- 1.011 God's Word
- 1.012 Any of the following: heredity, environment, family size or status, religion, role models, where you live.
- 1.013 values: that which is desirable or worthy of esteem for its own sake; merit
- 1.014 character: the features and traits that form the apparent individual nature of a person; the account of the qualities of a person
- 1.015 personality: the sum total of the physical, mental, emotional and social characteristics of an individual
- 1.016 role model: a person who demonstrates or models certain roles of honorable or admirable behavior
- 1.017 Any one: Individuality: we are created in God's image, yet we are complex and unique. Self-government: teaches us to control ourselves concerning behavior and discipline. Christian character: teaches us to do everything we do to the best of our abilities and to honor God. Conscience: our conscience is our safe guide to do right and must be trained and filled with Godly thoughts.
- 1.018 Family and friends are constantly watching us as we demonstrate the Christian principles that govern our behavior and can see us as we let God control our lives. We can either be an encouragement to others or a stumbling block.



## *Family and Consumer Science Self Test Key LIFEPAK 1*

---

### **SELF TEST 2**

- |       |   |       |   |
|-------|---|-------|---|
| 2.01  | King  | 2.021 | c. muscle flexibility   |
| 2.02  | Health, hygiene   | 2.022 | d. aerobic endurance  |
| 2.03  | MyPlate   | 2.023 | b. muscle endurance   |
| 2.04  | a well-balanced diet  | 2.024 | a. muscle strength  |
| 2.05  | plaque, cavities  | 2.025 | It takes a great amount of discipline to stay physically fit, therefore, the principle of self-government plays a vital part in maintaining good health.  |
| 2.06  | cleanliness, gloss, shape   | 2.026 | At least two of the following: protects your muscles from being burned for energy, builds new muscle, burns fat, increases energy levels, improves cardiovascular fitness and reduces the risk of osteoporosis. |
| 2.07  | proper body alignment   |       |   |
| 2.08  | False   |       |   |
| 2.09  | True  |       |   |
| 2.010 | False   |       |   |
| 2.011 | False   |       |   |
| 2.012 | True  |       |   |
| 2.013 | False   |       |   |
| 2.014 | True  |       |   |
| 2.015 | False   |       |   |
| 2.016 | <u>vitality</u> : exuberant physical strength or mental vigor: power to live or grow  |       |   |
| 2.017 | <u>nutrients</u> : a nourishing substance; essential for good health are proteins, carbohydrates, fats and oils, mineral, vitamins and water    |       |   |
| 2.018 | <u>cholesterol</u> : a natural waxy substance made by the body. Excess amounts build upon the walls of blood vessels and gradually narrows them |       |   |
| 2.019 | <u>antiperspirant</u> : any preparation for retarding perspiration  |       |   |
| 2.020 | <u>pedicure</u> : professional care or treatment of the feet  |       |   |

## *Family and Consumer Science Test Key LIFEPAK 1*

---

### **Test Key**

- |   |   |
|---|---|
| 1. a. self-government   | 21. True  |
| 2. d. conscience  | 22. True  |
| 3. c. individuality   | 23. False   |
| 4. a. self-government   | 24. True  |
| 5. b. Christian character   | 25. False   |
| 6. <u>virtue</u> : moral excellence; goodness, righteousness  | 26. True  |
| 7. <u>patience</u> : bearing provocation, annoyance, pain   | 27. True  |
| 8. <u>brotherly kindness</u> : right actions or attitudes towards other Christians                            | 28. False   |
| 9. <u>nutrition</u> : the process by which plants and animals take in and use food materials                  | 29. False   |
| 10. <u>astringent</u> : a cosmetic that cleans the skin and constricts the pores                              | 30. False   |
| 11. <u>manicure</u> : treatment of the hands and fingernails for removing cuticle, trimming and shaping nails | 31. True  |
| 12. b. homosexuality  | 32. False   |
| 13. b. temperament and character  | 33. False   |
| 14. c. grains   | 34. True  |
| 15. a. aerobic endurance  | 35. It takes a great amount of discipline to stay physically fit.   |
| 16. c. oval   | 36. Answers will vary   |
| 17. c. eyes   | 37. Biblical principles are those principles based on Scripture and are never changing. Personal preferences change from generation to generation, culture to culture and day to day. Personal preferences are not addressed by the Scriptures in a clear or definite manner. |
| 18. a. good body alignment  | 38. Health is a state of wellness, and hygiene is the method or technique for maintaining that state of wellness.   |
| 19. a. speaking and listening   |   |
| 20. b. "Grandma, may I introduce my friend Sally."  |   |

## Family and Consumer Science Alternate Test Key LIFEPAK 1

### Alternate Test Key

1. g. virtue
2. a. knowledge
3. d. temperance
4. f. charity
5. e. godliness
6. c. patience
7. b. brotherly kindness
8. a
9. b
10. a
11. b
12. a
13. b
14. e. fat
15. d. sugar
16. c. eating too little
17. b. salt
18. a. carbohydrates
19. at least once a day
20. moisture given off by the body combined with any body dirt or soiled clothing and warmed by the skin
21. oval
22. the eyes
23. proper body alignment
24. fruits, vegetables, grains, proteins, dairy
25. a well-balanced diet
26. words like thank-you, please, pardon me
27. c. muscle flexibility
28. d. aerobic endurance
29. b. muscle endurance
30. a. muscle strength
31. Personality is the sum total of the physical, mental, emotional and social characteristics of an individual.
32. Nutrients are a nourishing substance; essential for good health are proteins, carbohydrates, fats and oils, minerals, vitamins and water.
33. An antiperspirant is any preparation for retarding perspiration.
34. A manicure is a treatment of the hands and nails for the removing of cuticle, trimming and shaping nails.
35. Carriage is the manner of carrying the head and body; bearing.
36. Communication is a system for sending and receiving messages.
37. Any one: Individuality: we are created in God's image, yet we are complex and unique. Self-government: teaches us to control ourselves concerning behavior and discipline. Christian character: teaches us to do everything we do to the best of our abilities and to honor God. Conscience: our conscience is our safe guide to do right and must be trained and filled with Godly thoughts.
38. Health is a state of wellness and hygiene is the method or technique for maintaining that state of wellness.
39. Aerobics protect your muscles from being burned for energy and builds new muscle, which burns fat, increases your energy level, improves cardiovascular fitness and reduces the risk of osteoporosis.
40. Wash once or twice daily with a gentle, creamy soap or cleanser that moisturizes your face as it removes dirt; with upward strokes apply moisturizing cream to face twice daily; use a mask for dry skin once or twice a month; use a humidifier during the dry season.
41. "Mother, This is my friend Katie. Katie, this is my mother."