

MICHIGAN ADULT EDUCATION



SUCCESSFUL PARENTING & FAMILY PRACTICES

For the Adult Education Student

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Introduction to the Michigan Adult Education Student

Overview

“Successful Parenting & Family Practices” was developed with two goals in mind. First, to provide Pre-GED students with real-world material that will help learn skills needed to pass the GED Test. Second, the content of the workbook was also chosen to provide students with content that will assist the student with information needed to be an effective parent. Family leadership continues to become more and more complicated in today’s electronic age. On the other hand effective parenting continues to be based on time tested principles. This course is designed to help you with the twin goals of GED preparation and parenting stated above.

Organization of the Scenarios

This workbook is divided into six units. There are six reading selections in each unit. Each selection begins with a list of GED preparation goals called “Advancing Your GED Skills.” Another feature is the list of “Vocabulary” words to review before reading the selection. If you are unsure of the meaning or definition of one or more of the vocabulary words check the “Glossary” in the back of the book. The readings are stories of people faced with parenting choices. At the end of the reading there are several “Think About It!” questions. The questions are designed to help you think about different ways to solve the issue faced by the person in the reading. Lessons usually end with “Figure It Out” questions which present you with life problems to solve.

Classroom Activities

Your instructor has been provided with several different activities for each lesson. Many of the classroom activities contain worksheets designed to improve your knowledge of typical issues faced in families. These worksheets are designed to be similar to GED preparation exercises. Activities are sometimes designed to be completed in small groups. The group exercises guide you and your fellow students through discussion of critical family issues and choices. The old saying “Two heads are better than one” applies here.

Many websites are listed in course material. You will gain much knowledge at these websites to assist you with family choices you make. The more knowledge you acquire the better your choices are likely to be.

Summary

Thank you for choosing to enroll in this course. The Michigan Department of Adult Education hopes that your participation will provide you with information that will make you a more savvy participant in the family unit you are currently part of while you advance in the skills necessary to pass the GED Test. Attainment of both goals is our hope for each student who uses this material.



Sound Financial Practices

- Budgeting and Frugal Spending
- Family Budgeting for Health Insurance
- Creating Credit Card Chaos
- Baby Goes to College
- Teaching Young Adults about Money Management
- Teaching Children about Money

Unit 1, Lesson 1: Family Budget & Frugal Spending — The Wilson's Story [Part 1]

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts.
- Analyze cause and effect, compare and contrast in texts.
- Understand cause and effect relationship.
- Add, subtract, multiply and divide with whole numbers, common fractions, decimals and percents.
- Interpret real-world data from charts, graphs and tables.
- Select correct operation to solve a problem.
- Use estimation skills.

Scenario 1.1:

The Wilson family lives in a nice four-bedroom house in the outskirts of Detroit. Mr. Wilson is a salesman for a large appliance chain and Mrs. Wilson is a part-time cashier at the local drugstore. They have four teenage children, two boys, 15 and 17, and two girls, 18 and 13. They are a close family and always talk things over during dinner time. One particular evening Mr. Wilson had a very worried look on his face and was barely eating his dinner. Everyone noticed something was upsetting him and they asked him what was wrong. Mr. Wilson took a deep breath and said, “I am getting laid off at the end of the week. I will lose my benefits and I don’t know how we are going to make ends meet. We do have a small emergency stash in our money market account to keep us afloat for a while, but that will be gone soon just keeping up with our monthly bills.”

Mrs. Wilson sighed and fought back her tears. The kids stopped eating and tried to say something positive and encouraging to their father. “Don’t worry Dad. You will find another job and a better job,” said 18-year-old Melissa. “I will get a job after school and on the weekends,” said 17-year-old Brian. “Me too, me too,” chimed in the others. “Everything will be alright George. We just need to become frugal,” said Mrs. Wilson. “Yes,” agreed Mr. Wilson. “We need to figure out how to cut our expenses, save where we can and become a frugal family. With everyone’s help we can do it. Finish your dinner, everyone, and let’s all think about where we can cut our spending.” Everyone continued eating in silence as they thought quietly to themselves all the things they would have to give up.

Vocabulary

- Anticipation
- “Emergency Stash”
- Frugal
- “Making Ends Meet”
- Money Market
- Prudent
- Personal Expenses
- Sagacious Budget
- Savvy Consumer
- Thriftiness
- Waste

1.1

The next evening at dinner Mr. Wilson was in an up-beat mood. He had thought long and hard about the changes he and his family would have to make. He decided that this tight financial situation he and his family had to face could be a positive learning experience for all. “I have known for a very long time that we have been wasting money around here,” announced Mr. Wilson. “We are all guilty of wasting things like electricity, water and food, just to name a few. I am challenging this family to figure out ways we can stop our wasting habits and turn them into smart, conscientious actions of thriftiness. We must learn to become prudent people and we will be known as the frugal family Wilsons!” Mr. Wilson spoke with optimism and encouragement. He was excited to know that he and his family were about to become savvy consumers on a sagacious budget. “The challenge is on my family. I want us all to research how we can save on our monthly bills and personal expenses. Who can do or get the most for the least amount of money. We will keep track of the savings. It will be cool to watch our monthly bills go down as we change our wasting habits. I think we will all amaze ourselves.” Everyone at the dinner table felt the excitement and anticipation of a new way of life.

Think About It:

1. Why is it important to have a household budget?
2. What are some emergency situations that would require having a substantial savings account for?
3. Why is it important to be conscientious about wasting money?
4. Do you waste money? If so, on what do you waste money?

Figure It Out

5. How do I create a household budget that fits my means?
6. Where can I find out information about how save on my monthly bills?
7. What specific actions can I take to lower my expenses?

Web sites:

www.michaelbluejay.com/electricity/cost.html
www.ourfamilyplace.com
www.workathomemoms.about.com
www.frugal.families.com
www.familyfriendlyfrugality.com
www.indianamichiganpower.com
www.free-financial-advice.net/save-money.html
www.chabad.com
www.oru.com/energyandsafety/thepowerofgreen/energyefficiencyforkids.htm

Unit 1, Lesson 2: Family Budgeting for Health Insurance — The Wilson's Story [Part 2]

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts.
- Analyze cause and effect, compare and contrast in texts.
- Understand cause and effect relationship.
- Interpret real-world data from charts, graphs and tables.
- Use estimation skills.

Scenario 1.2:

It has been six months since the Wilson's have been living the frugal lifestyle. They have managed to cut their utility bills by 18%, their groceries by 25%, and their personal expenses by over 40%. They continually look for ways to save and have fun doing so. Mrs. Wilson is journaling their frugality and plans to write a book.

Mr. Wilson was able to find a part-time job but had no benefits. The Wilson's savings was dwindling, but more importantly, Mr. Wilson's COBRA insurance was terminating soon and he is worried. He now had to look for some kind of insurance coverage especially for the children. This was something that was not factored into their family budget. With the few quotes based on high deductibles Mr. Wilson received, he started to lose confidence that the family was going to be okay. Financially, they were just making it with their budget, as it was set now. He considered the idea of not having the expense of a monthly health insurance premium. After all, it is a gamble. One could pay monthly premiums and never have a claim, was his thought. Suddenly his 17-year old son came into the kitchen with his football gear and asks if his dad is ready to go to the game. "Not a gamble I should take," was now his thought.

Mr. Wilson decided to thoroughly investigate his options. There had to be an affordable plan that would suffice his family's needs. Mr. Wilson was thankful that all were healthy and had no pre-existing conditions. He got on the Internet to do his research. He searched for insurance options available within the state of Michigan. There were many plans, providers, networks, companies and so much information, that Mr. Wilson felt overwhelmed. This is no easy task he thought.

Vocabulary

- Authorization
- Benefits
- Co-pay
- Coverage
- Deductible
- Dwindling
- Eligible Providers
- Enrollment
- Pre-existing Conditions
- Premium
- Network
- Suffice
- Terminate

1.2

Think About It:

1. Is it important to have health insurance? Why?
2. Name various situations that would be catastrophic for a family without health insurance?
3. Does having health insurance lead to a healthier life? If so, why?

Figure It Out

4. How do I figure out a health insurance plan that fits my means?
5. Where can I find out information on how to obtain the right kind of health insurance I need?
6. If you do not have health insurance and cannot afford health care, are there still options?

Unit 1, Lesson 3: Creating Credit Card Chaos — Amy's Story

Advancing Your GED Skills

In this lesson, you will:

- Compare/contrast different points of view and interpretation of issues.
- Determine the main idea, relevant details and facts.
- Use background information to make predictions.
- Add, subtract, multiply, and divide with whole numbers, common fractions, decimal fractions, and percents.
- Select the correct operation to solve a problem.
- Calculate investments (charges) using simple and compound-interest formulas and appropriate technology.

Vocabulary

- Applications
- Deposited
- Financial
- Identity
- Minimum Payment
- Scholarship
- Statement
- Various

Scenario 1.3:

Amy just graduated from high school. She is working a summer job as a lifeguard at the local lake in her community. All of her money from her paycheck is deposited into her savings account to pay for boarding and books when she attends the university in the fall. Due to her excellent grades in high school, Amy received a scholarship for all four years of tuition. She would never be able to attend the university without the scholarship. Amy lives with her father, her mother passed away last year. The family has had many financial difficulties since her death.

Amy checks the mail every day, each day there is a new credit card application. She shreds the letters immediately due to people stealing your identity. While at work, Amy received a phone call. Her father had been in a car wreck. He was not hurt but the car was totaled. Amy knew that her savings would have to go toward getting a new car for her dad. After finding a cheap car and emptying her bank account Amy was very depressed. Amy came home, got the mail, and saw the multiple offers from various credit card companies. She knew that she needed the money for college. Quickly she filled out three credit card applications. Within the next week the actual credit cards were in the mailbox. Amy went to school and used credit cards to pay for all her boarding and textbooks for the semester. She also decided that she could charge many dinners, shopping, and nightly entertainment. The statements came and Amy was in shock...the fun really was not worth the amount she saw on the statement. Amy always found a way to pay the minimum payment. A year later Amy was going through paperwork and noticed the fine print that came with the credit card which she never read; she realized that

1.3

she was around twenty thousand dollars in debt to various credit card companies. How would she ever get out of debt?

Think about it?

1. Why is Amy's credit card debt so large if she is paying a payment each month?
2. Why did Amy receive so many credit card applications?
3. How could Amy avoid signing up for credit?

Figure it out!

4. Why is it important for teenagers and young adults to learn how to use credit wisely as well as how to manage credit card debt?
5. Where can parents find out information about how to prepare children for their financial future?
6. How can we protect our children against credit card chaos?

Unit 1, Lesson 4: Baby Goes to College: Student Loans, Scholarships, FAFSA – The Santiago’s Story

Advancing Your GED Skills

In this lesson, you will:

- Analyze and interpret the real-world data.
- Understand and evaluate practical documents used by most adults.

Vocabulary

- Eligibility
- Expense
- FAFSA
- Financial Assistance
- Grants
- Loans
- Scholarships
- Work Study

Scenario 1.4:

Sonia Santiago’s son, Carlos, has just started his senior year in high school. Over the summer, Carlos narrowed down his career choices and decided that he wanted to pursue a career in education. He had a few colleges in mind but the real concern was how his family would afford this major expense. Sonia told Carlos to visit the high school Guidance Counselor to see if she could guide him in the right direction.

Carlos’ visit with Mrs. Cole, the Guidance Counselor, was very informative. She gave him a copy of the Free Application for Federal Student Aid (FAFSA) and told him to complete it with his mom. Mrs. Cole explained that this application provided the U.S. Department of Education with his and his family’s financial information, which in turn determines your eligibility for financial assistance from the government. She told him they sometimes offer grants, loans, scholarships, and work study programs. Mrs. Cole also recommended several outside sources that Carlos could research in regards to scholarships more specific to his interests and career choice. She told him, “The money is out there, you just have to find it and apply!” Carlos was eager to get home and share this valuable information with his mom.

Just before January, Carlos and his mom sat down and worked on the FAFSA form. At the beginning, they were both intimidated by the ten page application but as they read through it they realized it wasn’t too difficult. After finishing, he mailed out the application. Carlos didn’t stop there he searched online for scholarships as well. He was determined and it paid off because by the end of his senior year he qualified for several loans and received three different scholarships. Mrs. Cole was right, the money IS out there!

1.4

Think about it?

1. Why do you think Carlos was so determined?
2. How does it feel to know that financial assistance is available?

Figure it out!

3. What is the difference between a loan, a grant, and a scholarship?
4. How can you educate yourself about the financial assistance opportunities that are available?

Unit 1, Lesson 5: Teaching Young Adults about Money Management — Bianca’s Story [Part 1]

Advancing Your GED Skills

In this lesson, you will:

- Develop a personal budget; calculate the effect of deposits and withdrawals on a checking account balance.
- Identify the author’s purpose in text and use the information to construct meaning.

Vocabulary

- Checking Account
- Deposited
- Inquire
- Manage
- Overwhelming
- Savings Account

Scenario 1.5:

Bianca is a senior in high school and we all know how expensive that can be with homecoming, high school ring, prom, senior pictures, etc. Both of her parents work full-time jobs and are able to pay the bills (including Bianca’s cell phone bill) and take care of the household necessities with very little left over. Bianca also works. She has a part-time job at a local fast food restaurant. Unfortunately, as soon as she cashes it, she spends her entire paycheck on clothes and shoes.

The first payment for her high school ring was due and Bianca’s parents made the payment. Now she expects her parents to pay for all of her senior year expenses but they are unable to. Bianca is very upset and feels like her parents have let her down. They sit down with Bianca and explain that she is going to have to learn how to save and manage her money. They also encourage her to open a savings and checking account. After describing the expenses involved in college and life in general, they tell her that if the amount of money she makes is not enough for these future expenses then she may want to look into finding a different job. Her parents also suggest that Bianca look into other activities to make extra money such as chores, baby-sitting, tutoring, etc.

This information was very overwhelming to Bianca, but she decided to take her parents advice. When she received her next paycheck she went to the bank and inquired about a savings and checking account. Bianca deposited 50% of her check into her savings and the rest in her checking account. She felt great walking out of the bank with her book of checks in her hand. The next step was learning how to manage it. The only regret Bianca had was not starting to save sooner!

1.5

Think about it?

1. Do you think Bianca's parents were wrong for making her pay for her own senior year expenses? Explain.
2. Why do you think her parents waited so long to educate her about managing money?

Figure it out!

3. Why is it important to educate young adults about managing money?
4. What are some things a parent can do to educate their young adult children about managing money?
5. List at least 5 different activities a young adult can participate in to earn money.

Unit 1, Lesson 6: Teaching Children about Money — Bianca's Story [Part 2]

Advancing Your GED Skills

In this lesson, you will:

- Add and subtract whole numbers.
- Identify the author's purpose in text and use the information to construct meaning.

Vocabulary

- Afford
- Down Payment
- Extend
- Proactive
- Transferred

Scenario 1.6:

Bianca is now an adult with a daughter of her own. She remembers everything her parents taught her about saving and managing money. Bianca is proactive and decides to start teaching her daughter, Suzie, about money at a young age. At age 5, Suzie was able to count up to 50. Instead of using blocks they used pennies. Bianca explained to her daughter that the brown (copper) coin was a penny and it represented one cent. By 7 years old, Suzie could identify each coin and its value.

Throughout elementary school, Suzie learned about all types of money (coins and bills), the value, and how to make change. Bianca would extend the lessons at home. She taught Suzie about saving money, what money is used for, and how to earn money. Whenever Suzie received money for her birthday or from the Tooth Fairy, Bianca would advise her to put half of it in her piggy bank to save for something big. Bianca would also take Suzie to the toy store to spend her money and they would do the math together to figure out if Suzie could afford the item. These lessons continued as Suzie got older and the piggy bank eventually transferred over to a savings account.

By the time Suzie was 16 she had enough money in her account to put a down payment on a new car or purchase an older car with cash. Bianca was very proud of her daughter and encouraged her to continue saving. The next step was opening up a checking account.

1.6

Think about it?

1. Why did Bianca start teaching her daughter about money at such a young age?
2. Do you think it was unfair that Suzie had to put half of her money in her piggy bank? Explain.
3. At what age would you start teaching your kids about money? Or would you leave that up to the school teachers?

Figure it out!

4. At what age should a parent begin teaching the concepts of money? Explain why.
5. What are some things a parent can do to educate their young children about managing money?
6. Why is it important for parents to take action in teaching about money management rather than leaving it up to the teacher?

UNIT 2



Family Health Issues

- Dealing with Childhood Obesity
- Childhood Obesity
- Tackling Diabetes through Proper Nutrition
- Creating an Environmentally Healthy Home
- Dealing with Stress
- ADHD Kids/Medication and Nutrition

Unit 2, Lesson 1: Dealing with Childhood Obesity — Karla’s story [Part One]

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and fact about the causes of childhood obesity.
- Use personal background information to make predictions.
- Ask questions and make observations that reflect understanding of what is read.

Scenario 2.1:

Karla is a single mother of three boys. She works the day shift as a nurse’s aide at the local hospital. It is tough for a working mother when she sees one of her children struggling with life’s issues. Shaun, her oldest son, was dealing with a serious life issue — obesity.

Shaun, at age 13, weighed 160 pounds. He was the largest boy in his class and some of his classmates called him fat, which hurt his feelings. Karla watched her son become lethargic and turn into a couch potato.

Karla tried to take control of the situation by limiting his portions of food and demanding that he exercise. But her son loved to watch TV and eat junk food. Her other two young children were being heavily influenced by Shaun’s behavior. Everyday when she came home from work she saw all three children snacking on chips and sodas while either watching TV or playing video games. This made her angry and frustrated. She tried talking to them but it always ended up in a screaming match.

Karla’s family, like many others, struggled with money, spent a typical day eating, going to school, doing homework, watching TV and eating some more. She knew this was a bad routine for her children, even more so for Shaun. She knew that there were health risks associated with obesity. Karla started reading about the facts and contributing factors associated with being overweight. She got scared for her family’s health. She was frustrated and did not know what to do.

Vocabulary

- Couch Potato
- Disease
- Frustrated
- Health Risks
- Issues
- Lethargic
- Obese
- Obesity
- Overweight

2.1

Think about it?

1. Why do you think Karla's sons spent most of their time watching TV and playing video games?
2. What could happen if you choose to ignore your child's weight?
3. Do you think there is an epidemic of childhood obesity in this country?
4. Would you consider obesity a disease?
5. How can obesity be a financial risk factor as well as a health risk factor?

Figure it out!

6. How can you find help on the Internet if your child is overweight? What would you google or search for?
7. What factors cause a child to be overweight?

Unit 2, Lesson 2: Dealing with Childhood Obesity — Karla’s story [Part Two]

Advancing Your GED Skills

In this lesson, you will:

- Identify facts / opinions about the causes of childhood obesity.
- Use personal background information to make predictions.
- Calculate proper caloric intake for a healthy diet for family members.

Vocabulary

- Action Plan
- Calories
- Compare
- Energy Levels
- Fatty Foods
- Nutrition
- Nutritional Value

Scenario 2.2:

Karla’s son had a serious weight problem and she knew she needed to get help. She reached out to find answers from her local community resources. Karla checked with a local newspaper, listened to the radio and searched online. She found a local support group through the community center that offered classes in exercise, art and healthy cooking. She called to sign up and found that the classes were free. Karla now had an action plan to change to a healthier lifestyle.

Karla knew the first step was to get the kids off the couch. That was a struggle but Karla insisted they go with her to the community center. Her two youngest sons, Keith, 11 and Kyle, 8 were happy to go. They enjoyed the games and relays they participated in. Shaun really put up a fight and refused to go. Karla put up with his behavior for a week and then decided to hide the remote control. Shaun was upset and got bored without TV. He decided he had no choice but to go.

In time it worked. Shaun got involved and started shooting hoops with the other kids. He joined the city’s basketball team. He was enjoying physical exercise. Shaun started feeling really good about himself. His energy levels were at an all time high and his pants were getting big!

Karla knew that exercise was just one part of her action plan. Karla took health and nutrition classes. She adopted healthy eating habits. She taught her children to compare calories in fatty foods to those in healthy ones. She changed the kinds of food she had in the house and prepared low fat meals with good nutritional value. Her children are challenged to eat healthy.

Karla and her sons are on the road to healthy living. They identified a problem and tackled it together. Karla leads by example. She and her sons eat right, exercise, drink plenty of water and get lots of rest.

2.2

Think about it?

1. What if Karla chose not to take free nutrition classes? Do you think she would have been able to make positive changes in her family's eating habits?
2. What does watching your weight mean?
3. How can you adopt a positive change of attitude toward weight control?
4. How can obesity be a financial risk factor?

Write about it!

5. How could you change your eating habits to reflect a healthier living style? Design a healthy living style for your family, specifying conscientious changes/choices you intend make.

Figure it out!

6. How can you find help on the Internet if your child is overweight? What would you google or search for?
7. What factors cause a child to be overweight?

Unit 2, Lesson 3: Diabetes — Marge’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts about diabetes.
- Use personal background information to make predictions.
- Ask questions and make observations that reflect understanding of what is read.

Scenario 2.3:

Marge loves her large family. She has two sons, a daughter and a supportive husband, all of whom are grossly overweight. Marge, herself is not very active, and has put on quite a few pounds over the years. One day, at a routine check-up at the doctor, Marge was shocked to hear that she had Type 2 Diabetes and scared when her doctor informed her that it was a disease that will never be cured, it can only be treated. In order to treat her disease, Marge needed to make some serious lifestyle changes. Her doctor informed her that obesity is a major contributing factor to Type 2 Diabetes. This is a condition affecting about 24 million people in the United States. Lifestyle changes and weight loss have been shown to lower blood sugar levels, leading to improved health. With help from her doctor, Marge knew what she needed to do!

That evening, Marge called her family around the dinner table and told them about her diabetes diagnosis. She was honest with her children and husband and told them that in order for her to stay healthy, she needed their help. As a family, they were going to have to make major lifestyle changes that would benefit them all!

Marge’s family knew that they would do their best to help their mother stay well, and they looked forward to a healthy change in their lives as well. First thing was a change in diet. Instead of processed, sugary foods the family chose fresh fruits and vegetables and sugar-free treats. They followed the Glycemic Index (GI) diet that uses a simple formula of 4 ounces of protein, one starch, one fruit and as many vegetables you want at each meal. They also tried to eat around the same time every day in order to keep blood sugar levels from spiking. Diet and exercise are the main preventative measures when dealing with diabetes. Each day the family now takes a walk or participates in some form of activity. Not only does each family member feel healthier with more energy, but they have also lost over 200 pounds combined!

Vocabulary

- Blood Sugar
- Diagnosis
- Diet
- Glucose
- Glycemic Index
- Insulin
- Spiking
- Starch
- Type 2 Diabetes

2.3

Think about it?

1. How do you think Marge felt when the doctor diagnosed her with Type 2 diabetes?
2. What changes did Marge and her family make?
3. Are Marge's children at risk for diabetes? Why or why not?
4. What immediate benefits did the family notice when they changed their lifestyle?

Figure it out!

5. How can you find help on the internet if you are diagnosed with diabetes? What would you google or search for?
6. Diabetes screening is recommended for whom?
7. What is the primary treatment for Type 2 diabetes?

<https://health.google.com/health/ref/Type+2+diabetes>

Unit 2, Lesson 4: Creating an Environmentally Healthy Home — The Wilson’s Story [Part 3]

Advancing Your GED Skills

In this lesson, you will:

- Respond to different types of real-world.
- Write comments that demonstrate comprehension of content.
- Locate, organize and interpret different types of written information.
- Understand the basic functions of the ecosystems.
- Interpret scientific concepts to environmental selections.

Vocabulary

- Conserve
- Challenge
- Dubbed
- Emulating
- Exceeded
- “Go Green”
- Perturbed
- Reiterating
- Resources
- Thriftiness

Scenario 2.4:

The Wilson family has changed their lives drastically over the past year. They have been dubbed the most frugal family in the neighborhood. All the neighbors seem to make a point of listening to “Frugal Wilson’s” cost cutting tips. Mr. Wilson loves to talk and brag. Mrs. Wilson is still writing her book and the kids are posting their saving ideas on their FaceBook page. Yes indeed, their new way of life has turned out to be the best thing that has ever happened to them.

One evening during the family dinner, Mr. Wilson decided it was time for all to step up their game a bit. He started off by complimenting each family member for his or her conscientious actions of thriftiness. Mr. Wilson continued his conversation by reiterating their monthly savings. “Family I am proud of us! Our utility bill has decreased 18% from last year and do you know why?” boasted Mr. Wilson. “Yeah,” shouted out the youngest. “I turn the lights and fans off every time I leave a room. And none of us can adjust the temperature since you put a lock box on the thermostat.” “True that,” laughed Mr. Wilson. “That’s not all we have done. I have calculated that our grocery bills are down 25% and personal expenses by over 40%.” Mrs. Wilson piped in saying, “You challenged us dear so we met and then exceeded your expectations. We Wilsons can do anything!” Everyone nodded their heads in agreement.

“You are absolutely right!” cheered Mr. Wilson. “We can do anything and I have a new challenge for us. Since we have been so successful at cutting waste and saving money, I would like to do more! We are going to go green! I want to make our home environmentally healthy and friendly. Just think, we could head up a movement for a healthier

2.4

environment. Everyone in the neighborhood is emulating our ideas. We could..." "George!" interrupted Mrs. Wilson, "before we save the planet, what did you have in mind for us at home?" "Good question," he answered. "Not sure. Guess we better do some research and then set up an action plan." "I can start looking tonight after dinner," said Melissa. "I am homework free and wasn't planning to go out tonight." "Good," said her mother in a rather perturbed tone. Everyone gave a little smirk as they finished their dinner.

Think About It:

1. Why is it important to be concerned about the environment?
2. Do you think being environmentally conscious and healthy is a good thing? Why?
3. Do you think you being environmentally conscious and healthy would be financially rewarding?

Figure It Out

4. Where could you learn how to create an environmentally healthy home?
5. What benefits/savings would there be?
6. How would you make your home environmentally healthy?

Unit 2, Lesson 5: Dealing with Stress Issues

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts about stress.
- Ask questions and make observations that reflect understanding of what is read.
- Identify the author's purpose to construct meaning.

Scenario 2.5:

Kristina is a 29 year old teacher who has encountered an enormous amount of stress this school year. Between the unmotivated students, standardized testing, and changing curriculum she has been spending a lot of time at school as well as bringing work home. Kristina is overwhelmed and constantly worrying about her students' academic progress. On top of that she deals with the stress of having a side job on the weekend to make sure her bills can be paid. She worries so much that it keeps her from sleeping at night and makes her irritable during the day. The internal stress was also causing Kristina to experience upset stomachs, anxiousness, and fatigue.

Kristina knew that the stress was having a negative effect on her but she didn't know how to deal with it. She had to make some changes before the stress took over her life. Kristina did some research and learned a few tips to help her overcome this hurdle. She began by taking deep breaths and removing herself from stressful situations. Kristina also started to exercise, so she could sweat out the tension. Another good tip was to keep a stress journal. This helped her monitor what kind of things stressed her out and how often. Slowly but surely the internal and environmental stress faded away. Kristina learned how to deal with stress and ended the year with a smile!

Vocabulary

- Anxiousness
- Encounter
- Environmental Stress
- Fatigue
- Internal Stress
- Irritable
- Overcome
- Stress
- Tension
- Unmotivated

2.5

Think about it?

1. Do you think it is normal for a person to stress out like Kristina did? Explain.
2. Why do you think the stress is causing Kristina to lose sleep?
3. How do you handle stressful situations?

Figure it out!

4. What are some possible signs that indicate you or someone you know is under a lot of stress?
5. Describe at least five techniques or activities a person can do to help deal with or avoid stressful situations.
6. How is stress hazardous to your health?

Unit 2, Lesson 6: Dealing with ADHD kids/Meds & Nutrition — Madison’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts about ADHD.
- Ask questions and make observations that reflect understanding of what is read.
- Compare and contrast.

Scenario 2.6:

Stephanie and Kevin have two children, Robbie and Madison. Robbie is 12 and Madison is 10. Robbie excels in school and is very responsible with little direction from his parents. Madison is a good kid, but she gets in trouble at home a lot. Stephanie has to constantly remind her to complete tasks as simple as brushing her teeth. Many times it may take five reminders before Madison can complete the task. Stephanie and Kevin are frustrated and confused as to why Madison has such a hard time completing tasks. Their relationship is suffering and everyone is annoyed. Madison’s schooling has been successful. She did exceptionally well in kindergarten and first grade. In second grade the teacher reported to Stephanie that Madison was having difficulty completing center work. In the third grade Madison had many problems in school. The teachers were very concerned and spoke to Madison’s parents about her lack of focus. The teachers asked if they would be interested in filling out a check list to see if Madison had other symptoms of ADHD. Stephanie became very concerned when the teachers stated this because she knew that Madison was not hyper at all. Stephanie and Kevin started researching and talking to other parents. In their research they saw that for most girls ADHD showed up as being distracted. Since Madison had these problems at home and school they decided to take her to a neurologist to have an exam. The neurologist concluded that Madison did have mild ADHD. Madison’s ADHD was in the form of distractibility. Now Stephanie and Kevin have to decide what will be their next step in helping Madison.

Vocabulary

- Concerned
- Constantly
- Distracted
- Excels
- Frustrated
- Neurologist
- Reported
- Research
- Responsible
- Task

2.6

Think about it?

1. Why did Stephanie and Kevin become so frustrated with Madison?
2. Why did Madison have more difficulty in third grade?
3. Why didn't Stephanie and Kevin know that Madison had ADHD?

Figure it out!

4. Why is it important to be educated about the signs of ADHD?
5. Where can I find help if my child is ADHD?
6. How does the school help my child with ADHD?

UNIT 3



Family and School

- IEP/Special Ed Services/Labeling
- Supporting Academic Success
- Preparing Kids for School
- Out of School Learning
- Staying Involved in School/Parental Rights
- College Preparation

Unit 3, Lesson 1: Understanding Your Child's IEP/Special Education Services/Labeling

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and facts about a child's IEP, Special Education Services, and labeling.
- Understand and evaluate practical documents used by most adults such as an IEP form.
- Use a variety of reference materials, such as dictionaries, journals, and computer search engines to gather information.

Specialized Definitions:

- **IEP:** Individualized Education Plan: Lists the specific special education services a child will receive, based upon his or her individual needs.
- **OSE-EIS:** Office of Special Education and Early Intervention Services: Oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities
- **SLD:** Specific Learning Disability
- **RTI:** Response to Intervention
- **Interventions:** an attempt by a child's classroom teacher, with input from others, to resolve a problem the child is having before a referral is made for a full and individual evaluation. Interventions require direct instruction and data is collected to determine if the intervention is effective.
- **Goals:** represent what you and the other IEP team members think your child will be able to accomplish in his area(s) of disability-academic, developmental, and functional-in a year's time.
- **Objectives:** benchmark of when students will be or should be learning
- **Supplemental Aid and Service:** aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with non disabled children to the maximum extent appropriate
- **MEAP:** Michigan Educational Assessment Program
- **Accommodations:** put into place to help learners at risk and students with special needs to have success in their IEP or academic program.

Scenario 3.1:

Abe is a father of three children. Abe and his wife, Shari, have struggled with their marriage for years and have decided to divorce. Shari did not want to have full custody of the children and has decided to move away for a new life with her new boyfriend. Abe's work schedule makes it hard for him to make sure his children get to school on time and his sleeping

Vocabulary

- Accommodations
- IEP
- Interventions
- Goals
- MEAP
- Objectives
- OSE-EIS
- RTI
- SLD
- Supplemental Aid and Services

3.1

schedule only allows him to eat dinner with his children and get them ready for bed before he has to sleep himself to prepare for his shift.

His middle child, Terri is having difficulties reading on her grade level. Terri is a sweet third grade student. She loves school and learning. However, because of her reading struggles, she is self-conscious about reading aloud and has trouble focusing during reading independently and during read-aloud. She was identified with a primary disability of Cognitive Impairment and an IEP was developed at the end of 2nd grade.

Terri's teacher, Mrs. Jones, has continued to make accommodations according to her IEP. At the last parent conference, Abe was informed that Terri has been following the IEP process and that her IEP goals in mathematics are based on Michigan GLCEs. She also informed him that her ELA goals are based on GLCEs related to decoding and Extended GLCEs for comprehension. She currently receives instruction in the general education classroom with special education support due to the fact that she needs directions and tests read and explained to her to accommodate her low comprehension skills.

During all the information that was being shared, Abe was lost in all of the technical terms and did not understand what his daughter's teacher was telling him. He felt helpless. His ex-wife had been the one to go to their children's parent conferences and he was not even knowledgeable that his daughter was having so many struggles in school. After Mrs. Jones went through her required information, she asked Terri's father if he had any questions. Abe did not know where to start. All he wanted to do was help his daughter and do what was needed to help her succeed in school.

Think about it?

1. What can Abe do to better understand what Mrs. Jones is telling him?
2. How can he help his daughter be a better reader?
3. What kind of questions could Abe have asked his daughter's teacher?
4. Do you think Abe should have been more involved in his child's education?
5. How can Abe reorganize his schedule to be a more proactive parent?

Figure it out!

6. How can you find help on the Internet that can explain what IEPs are? What would you Google or search for?
7. What factors cause a child to have a learning disability?

Unit 3, Lesson 2: How to Support Academic Success — Casey [Part I]

Advancing Your GED Skills

In this lesson, you will:

- Write text, notes, comments, and observations that demonstrate comprehension of content.
- Determine the main idea, relevant detail and facts about supporting academic success.
- Ask questions and make comments and observations that reflect understanding and application of supporting your child's academic success.
- Locate, organize and interpret written information about supporting your child's academic success for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading. checking account balance.

Vocabulary

- Academic
- Capable
- Hindering
- Lack
- Motivation
- Success
- Ultimate

Scenario 3.2:

Casey was on her way to a parent conference. What could she expect to hear from her son Jason's teacher? His progress report was good and this was the first time in the school year that his teacher asked to meet with her. When she arrived, she sat across from the teacher and listened to the teacher say that Jason is capable of doing much better and that his lack of motivation is hindering him from his ultimate success in school. How could this be? She never thought that Jason was doing so badly in school. She saw him doing his homework. She knew that he got to school on time and made sure that he ate a healthy dinner. What else could she do? She thought that she was doing enough to help her child succeed. At first, she was very angry with Jason. He needs to work harder and not play around so much in school, she thought to herself. The more she thought about what her son could be doing wrong, the more she began questioning what she could be doing better to support his academic success.

Think about it!

1. What can Casey do to better prepare her son for school each day?
2. Do you think Casey did all that she could to make sure her child was doing what he needed to do for school?
3. How can she better communicate the importance of school to her son?
4. What kind of questions should Casey have asked his son's teacher?
5. What are some ways Casey could make sure her son has done what he could do to make sure he is prepared for school?
6. How can Casey reorganize her schedule to be a more proactive parent?

Figure it out!

7. What are some ways you can better prepare your child for school?
8. What should a child's schedule look like when they get home from school?
9. What should a parent's schedule look like when they get home from work?
10. What should their children's schedule look like when they get home from school?

Unit 3, Lesson 3: Preparing Kids for School — Casey [Part II]

Advancing Your GED Skills

In this lesson, you will:

- Write text, notes, comments, and observations that demonstrate comprehension of content.
- Determine the main idea, relevant detail and facts about preparing your kids for school.
- Ask questions and make comments and observations that reflect understanding and application of preparing your kids for school.
- Locate, organize and interpret written information about preparing your kids for school for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading. checking account balance.

Vocabulary

- Diligence
- Idiomatic Expression
- Patience
- Proactive

Scenario 3.3:

Casey was a caring single parent. She was a successful business woman and would do whatever it took to make sure that she could provide for her child. It was not an easy job, but she knew she had to do it.

Casey had been a teen mom. She got pregnant with her son Jason in the middle of her senior year of high school. She was an average student in school and graduated by the “skin of her teeth”. As soon as she graduated she started working as a file clerk and with time, diligence and patience she worked her way up to a better paying position in the financial department of the company.

Her son Jason was in the middle of his kindergarten school year. He was a respectful, sweet child who had never been in day-care or preschool. Until he started kindergarten, Casey’s grandmother had taken care of Jason while Casey was at work. This provided a financial break for Casey but did not help to prepare Jason for his educational career.

After Casey’s first parent-teacher conference, she began to feel proactive regarding her son’s situation. She new in order for her child to be successful in his academics she was going to have to be more “hands-on” to better prepare him for school and make sure she was more responsible for his actions. She also realized she would have to do some research in order to see what she needed to do to better prepare her son Jason for school.

3.3

Think about it!

1. Do you think Casey has been doing everything she needed to do so far?
2. What could Casey have done to better prepare Jason for school instead of or while having her grandmother take care of Jason?
3. Do you think Casey should have waited until the middle of the school year to meet with Jason's teacher? Why or why not?

Write about it!

4. Describe how you prepare your child for school. Do you think you can better prepare your child for school? If yes, explain how.

Figure it out!

5. What are some things Casey can do to be more hands-on with Jason's education?
6. How can you find more information on the internet about preparing your kids for school?

Unit 3, Lesson 4: Out of School Learning — Barbara's Story

Advancing Your GED Skills

In this lesson, you will:

- Locate, organize and interpret written information to perform a real-world task.

Scenario 3.4:

Barbara has many responsibilities ranging from a full-time job to cooking and cleaning for her husband and two kids. On top of all that she still manages to make time to sit down with the kids to tutor and/or enrich them in specific areas. This routine is fairly new and sometimes overwhelming but Barbara understands that it is necessary and will do whatever it takes to help her children do well academically.

A few weeks ago, Barbara had a parent conference with her younger son's teacher. The teacher told Barbara that her son was struggling with Reading Comprehension. Barbara asked for suggestions on how to help with the problem and wrote down a few web sites the teacher recommended. Barbara began to check out the web sites but then decided to take her research a little further. She knew she couldn't afford a private tutor or an after-school program. She had to take matters into her own hands and help her son the best way she could. Barbara found many resources such as: free interactive educational web sites, fun magazines to subscribe to, and even chat rooms where other parents shared valuable educational tips.

Among the research, Barbara came across a few articles that discussed the importance of enrichment. She learned that even though her older son does exceptionally well in school he could still benefit from extra activities at home as well.

Barbara developed a plan that includes all kinds of fun stuff that her boys can engage in to improve and/or enrich their academics. Her plan was successful, both boys brought up their grades. Barbara is definitely doing her part to ensure that learning continues outside of school.

Vocabulary

- Academically
- After-school Program
- Engage
- Enrich/Enrichment
- Interactive
- Overwhelming
- Private Tutor
- Routine
- Tutor

3.4

Think about it?

1. Do you think learning should only take place in school by a teacher? Explain.
2. Some parents may feel that Barbara is overwhelming her children with too much work. Do you agree with this statement? Why?

Figure it out!

3. What activities can you engage your children in to promote learning outside of school?

Unit 3, Lesson 5: Parental Involvement/Parental Rights and Responsibilities

Advancing Your GED Skills

In this lesson, you will:

- Describe the legal and ethical rights and responsibilities of an employee, an employer, and a citizen.
- Use a variety of reference materials, such as glossaries, magazines, newspapers, journals, and computer manuals, to gather information.
- Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences, and appropriate text divisions.
- Select and use appropriate formats for writing, including persuasive and expository formats to develop cover letters, resumes, and communicate consumer concerns.

Vocabulary

- Citizen
- Contact
- Disconnected
- Distance
- Exceptional
- Fluent
- Limited
- Prepare

Scenario 3.5:

Hector and Maria Gonzales have been US citizens for eight years. They moved to the United States to prepare a better life for their three children: Hector Jr., a fifth grader, Lissette, a first grader, and Raul, a kindergartner. The children go to Hope Valley Elementary School. It is within walking distance of their house. Hector Sr. works at the local plant nursery and Maria is a stay-at-home mother. Hector and Maria's English is very limited. The children have done exceptionally well with learning their second language. They are fluent in two languages.

On the first day of school Hector and Maria take the children to school. Over the next ten months there will be few times when either of them will walk through the front doors of Hope Valley Elementary School.

All three children come unprepared for the school day. They don't complete their homework and they have no supplies. Their teachers have called the contact numbers but have only reached an answering machine. They have left messages but do not receive responses. Several times when Lissette's teacher called the home, the phone had been disconnected.

Maria tells Hector that they need to go in to the school to talk to the teachers but she feels very uncomfortable because the first day the teacher was yelling at her like she could not hear. There are not many Spanish-speaking families in the school and Maria feels very embarrassed.

3.5

Think about it?

1. Why do you think that Hector Sr. and Maria feel uncomfortable at the school?
2. Do you think that the Gonzales' children will be successful in school?
3. Do you feel that parent involvement will affect schools data?

Figure it out?

4. How can you find information about parent involvement in school?
5. What are factors that lead parents to not be involved in their child's education?

Unit 3, Lesson 6: College Preparation — Kiana’s Story

Advancing Your GED Skills

In this lesson, you will:

- Locate, organize and interpret written information to perform a real-world task.
- Understand and evaluate practical documents used by most adults.

Vocabulary

- Acceptance Letter
- Advanced Placement
- Application for Admissions
- Career
- College Fairs
- Final Transcript
- PSAT/SAT

Scenario 3.6:

Kiana’s parents have been very involved in her education. Throughout elementary and middle school, they encouraged her to do her best and made sure that her studies were never interrupted. In ninth grade, she started to explore her career choices and visit the guidance counselor. By tenth grade, Kiana had chosen her career path and started to attend college fairs to see which college would be best for her. She also took the Preliminary Scholastic Aptitude Test (PSAT) to practice for the actual Scholastic Aptitude Test (SAT).

During her junior year, Kiana took Advanced Placement classes to earn a few college credits and familiarized herself with the admission criteria. She also attended SAT test preparation workshops to get ready for her first official SAT test in the Spring.

Finally, her senior year had arrived. Kiana was ready for the many obstacles that stood before her. In early Fall, she chose her top five colleges and filled out applications for admissions. Kiana also found teachers and friends to write letters of recommendation. She took the SAT one more time just to improve her scores. In mid-Fall she researched many scholarships and applied for them. Then in Spring, Kiana applied for financial aid and began her campus visits with her parents. A few months later the acceptance letters came rolling in. Kiana was so excited. After reviewing her options and offers, it was finally time to make her decision. Kiana decided on a 4-year local university. Graduation was around the corner and her final transcript would be on its way. Next adventure: College Life!

3.6

Think about it?

1. Kiana's parents were very proactive in her education. Do you think you are proactive in your own education? Your child's education?
2. Do you think Kiana overworked herself to prepare for college? Explain.

Figure it out!

3. What can you do to prepare your child for college?
4. When should college preparation start?



Parent/Child Communication

- Fostering Your Child's Self-Esteem
- Teaching Kids to Value Restraint: Alcohol, Drug and Smoke-Free Teens
- Positive Discipline
- Childhood Safety Tips
- Dealing with Peer Pressure
- Raising Children with Self-Confidence

Unit 4, Lesson 1: Fostering Your Child’s Self Esteem — Senora’s story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts about establishing your child’s positive self-esteem.
- Recognize language that results in different reactions, perceptions and beliefs.
- Select appropriate language and word choice in writings based on the audience, purpose and occasion.
- Use writing to generate, express and evaluate ideas by applying basic rules of sentence structure.
- Understand cause and effect relationship.

Vocabulary

- Anxiety
- Criticize
- Encourage
- Foster
- Frustration

Scenario 4.1:

Senora and her daughter, Angela, age 10, just moved into a town house next door to her friend Jillian. Angela and Jillian have been friends for a year. They both go to the same school and are in the same grade. Angela was so excited to live next door to Jillian. Her mother thought that this would be the best thing for her daughter. Recently divorced, Senora believed that this move would bring her daughter some comfort and a sense of security having her friend so close.

Angela spent a lot of time over at Jillian’s house. Jillian’s mom worked at home doing online trading business. Her father was a business consultant for a large rental car firm and was out of town most of the time. Each day after school the girls would go to Jillian’s house to do their homework and play until 5:00 when Senora came home from work. Senora was happy that her daughter had a safe place to stay while she was at work.

Things were working out well for about six months. As time went on Senora noticed that her daughter started showing anxiety and frustration with her schoolwork. Angela constantly complained that school was hard and that she couldn’t do the work. Senora could not understand why her daughter was feeling this way when her grades were good. She tried to talk with Angela about the situation, but Angela only responded with negative comments such as “I’m not good at it”, or “I can’t do anything right”. Over time, Angela was becoming depressed. Her friend Jillian was experiencing the same thing.

Senora knew a serious problem was developing and needed to find out why. She called Jillian’s mother to talk about the situation. During their conversation, Senora noticed how Jillian’s mother complained about her daughter’s grades not being good enough. She criticized her daughter’s

4.1

choices of activities, clothing, lack of helping around the house and even her choice of friends. Jillian's mother did not have a kind word to say about her daughter. By the end of the conversation, Senora knew what the problem was. Jillian had a low self-esteem and her daughter was being influenced by her friend's negative home situation.

Senora decided to change the situation her daughter was in. She talked at great lengths with Angela about all the things she was good at and all things she could be good at. Senora told Angela how proud she was of her. They discussed and discovered new things Angela was interested in, like dance. Senora enrolled her in a dance classes and art classes at the community center.

It didn't take long for Angela to get back to her old self, a confident, energetic, happy child who looked forward to new challenges and adventures. Unfortunately, her friend Jillian, continued to be passive, withdrawn and depressed. Her parents did not encourage her to try new things nor did they praise her accomplishments. Angela and Jillian remained friends while at school. Their afterschool life on the other hand went in different directions. They were not together as they as they had been before.

Think About It:

1. What do think will become of Jillian?
2. How do you think Angela could help her friend?
3. Did Senora do the right thing for Angela?
4. Why do you think Jillian's mother was so hard on her?

Unit 4, Lesson 2: Teaching Kids to Value Restraint — Alcohol, Drug and Smoke-free Teens —The Thompson’s Story

Advancing Your GED Skills

In this lesson, you will:

- Use a variety of reference materials to gather information.
- Produce a final document that has been edited and revised to include correct mechanics, word usage, effective sentences, and appropriate text divisions.
- Select appropriate language and word choices in written selections according to intended audience, purpose, and occasion.
- Locate, organize and interpret written information for a variety of purposes, including classroom research, decision making, performing a school or real-world task, and to develop personal preferences in reading.

Vocabulary

- Accommodates
- Active
- Communicate
- Community
- Faith
- “Laid-back”
- Promotes
- Recreationally
- Restraint
- Tourist

Scenario 4.2:

Susan and Keith Thompson live in an area that accommodates tourists and promotes a laid back life style. Children in this community grow up very fast due to the “partying” that goes along with vacations. Susan and Keith have two sons. Matt is 17 and attends the local high school. Dusty is ten and looks up to his brother very much. Matt has caused his parents a great deal of worry. He is a part of the “in crowd” that parties every weekend. Matt comes in late, is doing poorly in school, and shows very little respect for his family.

Susan is stressed and tries to identify what she and her husband did wrong.

Susan and Keith have been very active parents. They have a strong faith and have passed down their beliefs to both sons. They have supported Matt in all his sports, schooling, friends, and adventures. They know that Matt is smoking, drinking, and using drugs recreationally. Susan is concerned about Matt and doesn’t want Dusty to make the same mistakes. At their church they are offering a workshop on how to communicate with your child about smoking, drinking, and using drugs. Susan and Keith signed up for the class. Maybe they will find a way to communicate with their sons. They hope to find a solution to the communication problems they are having with Matt so he stops making bad choices. They also hope to learn how to make sure Dusty never makes the same mistakes.

4.2

Think about it?

1. Why is Matt smoking, drinking and doing drugs?
2. Do you feel that Susan and Keith did all they could do?
3. Is there anything they can do to prevent Dusty from going down the same path?

Figure it out?

4. How can you find information about teaching children how to value restraints?
5. What are factors that lead children to smoke, drink, and abuse drugs?

Unit 4, Lesson 3: Parenting Styles and Positive Discipline Procedures — Pam, Linda, and Tara’s Story

Advancing Your GED Skills

In this lesson, you will:

- Identify fact from opinion and recognize how personal values influence conclusions.
- Write critical responses to written and oral communications.
- Understand cause and effect relationships.
- Assess whether information is adequate and appropriate to support generalizations.

Scenario 4.3:

Pam, Linda and Tara have been friends since they were in high school. They all got married in the same year and had their first child within three months of each other. Pam, Linda and Tara have a lot in common. Each has three children and is a stay-at-home mom. They live in the same town and their children are as good of friends as their moms are.

Even though Pam, Linda and Tara have lives that are similar, there is one distinct difference among them—their parenting styles. Pam could be considered an authoritative parent. She values obedience and strictly punishes for misbehavior. The rules in her home are clear and inflexible and she commands her children what to do and what not to do. When her children misbehave or rebel she spansks and punishes. Neighbors and friends think her children are respectful and obedient, but the truth of the matter is they are passive and fearful.

Linda is just the opposite. She is more of a permissive parent. Linda takes a “hands-off” approach, allowing her children to learn from the consequences of their actions. She usually ignores misbehavior and encourages her children to think for themselves. Linda does not establish clear limits for her children and they are often uncertain as to what is expected of them. Her three kids do well in school exhibiting many talents and creativity. Neighbors and friends think her children are wild and unruly, but the truth of the matter is they are overly assertive and confused.

Tara, on the other hand, would be considered a progressive and contemporary kind of parent. She is firm and yet democratic in her parenting style. She establishes basic guidelines for her children so they know what is expected of them. Tara always gives a reason for the limits she imposes on her kids. Like Linda, her children get lots of opportunities to make their own choices, but Tara will guide them to see the possible

Vocabulary

- Assertive
- Authoritative
- Democratic
- Distinct
- Inflexible
- Permissive
- Philosophy
- Progressive
- Unruly

4.3

consequences of their choices. She handles misbehavior with pre-established punishments and by problem solving with her children to find a better way to get their desires met. Tara uses the “time out” principle when her kids need to clam down from temper tantrums. She has an open communication philosophy with her children and they respect her word. Neighbors and friends think her children are practically perfect, and the truth of the matter is, they are.

Think About It:

1. Whose children will be the best adjusted later in life and why?
2. How do you think Pam’s children will handle conflicts as they mature?
3. Do you think Linda’s children will be able to make good choices throughout their lives? Why or why not?
4. How are Tara’s children different from Pam and Linda’s?

Figure It Out:

1. Whose children would have the most trouble fitting into the workforce when they become adults? Why?

Unit 4, Lesson 4: Childhood Safety Tips — Jesenia’s Story

Advancing Your GED Skills

In this lesson, you will:

- Ask questions and make observations that reflect understanding of what is read.
- Locate, organize and interpret written information for a variety of purposes, including performing a school or real-world task.

Vocabulary

- Abduct
- Avoid
- Description
- Detailed
- Nervous
- Tag Number
- Violently

Scenario 4.4:

Jesenia walks home everyday from middle school. Usually, she walks with a few of her friends but today she managed to walk alone. While crossing the road she noticed a blue mid-size vehicle parked on the corner two blocks east of the direction she was heading. She didn’t pay it any mind.

A few minutes later, the blue car passed by her very slowly and pulled to the side just ahead of her. Jesenia was a little nervous. There were no side streets for her to avoid walking by the car. She started to walk a little faster. The street was empty, not a neighbor in site. A young man got out of the car, walked to the passenger side, and leaned back waiting for her to pass. Jesenia was worried and began staring at the license plate trying to remember each letter and number along with what kind of car it was.

He started to walk towards the sidewalk and said, “Excuse me, can you tell me where 180th Street is?” Jesenia was relieved the man was only looking for directions. She told him what direction to go in and smiled. Then the man asked her to write the directions down and led her near his car to find a pen. As they approached the car, the man grabbed Jesenia and tried to shove her into the car. Jesenia began violently kicking and screaming. She kicked him in the shin so hard that he released her giving her time to run. He jumped in his car and sped off. Jesenia ran to the nearest neighbor and called the cops. Fortunately, Jesenia remember the tag number, the color and type of car and a detailed description of what he looked like and what he was wearing. Later that day the man was arrested.

4.4

Think about it?

1. If you were Jesenia, how would you have handled the situation?
2. How often do you think this occurs?
3. Do you think your child (or a child you know) would know what to do if this happened to them?

Figure it out!

4. What should a child do if someone is trying to abduct them?
5. What are some other Childhood Safety Tips that are important to know?
6. Why do you think Childhood Safety is so important?

Unit 4, Lesson 5: Dealing with Peer Pressure — Cooper’s Story

Advancing Your GED Skills

In this lesson, you will:

- Recognize how personal values influence conclusions.
- Ask questions and make observations that reflect understanding of what is read.

Vocabulary

- Balance
- Comfortable
- Declined
- Illegal Substances
- Influence
- Persistence
- Popular
- “Under his wing”

Scenario 4.5:

Cooper was a freshman in college. He was very excited about living on campus. His roommate, Evin, was a little older and decided to take Cooper under his wing. Evin made Cooper feel very comfortable. He introduced Cooper to a lot of popular people, especially the ladies.

In the beginning, Cooper was able to balance out his school time versus his play time. Evin wasn’t the greatest influence though. One day Cooper walked in the room and smelled an unusual scent. Evin was sitting on the bed with two women and they were smoking marijuana. Cooper apologized and turned to leave but Evin called to him, “Man relax, come chill with us! I am sure the ladies would love your company.” Cooper declined and said he had to get to class. Before he could exit, one of the girls grabbed his hand and asked him to stay. Cooper was overwhelmed by her persistence and decided to stay. Not only did he skip class but he ended up smoking with them, too.

This type of behavior started to occur more frequently involving other illegal substances and alcohol. Cooper was more concerned about the fun times he was having with Evin than school. Cooper’s grades started to drop and he eventually lost his scholarship causing him to leave college.

4.5

Think about it?

1. Why do you think Cooper gave in to the Peer Pressure?
2. How would you respond if your roommate presented a similar situation to you?

Figure it out!

3. Discuss things your friends or strangers may encourage you to do that may be against your values or beliefs.
4. What can you do when encountered by peer pressure?

Unit 4, Lesson 6: Raising Children with Self-Confidence — Khadija's story

Advancing Your GED Skills

In this lesson, you will:

- Use personal background information to make predictions.
- Ask questions and make observations that reflect understanding of what is read.
- Identify a statement that summarizes the main idea.
- Choose appropriate method of computing to solve real-world problems.

Scenario 4.6:

Khadija and her family of five just moved to the city from living in a small town in the west. They moved so that her husband could find work. He is a computer programmer and the company he worked for went bankrupt. He has been without a job for 6 months. Through a friend of the family connection, he applied for a position with a firm in Detroit. They had two weeks to get themselves relocated.

Everyone was uneasy about the move. Khadija tried her best to assure her three children that everything was going to be fine. The littlest one, Shasha, was only three. It did not matter to her where home was. She hoped it would be the same for her two older children. Her son Ian was eight years old and her daughter, Sage had just turned thirteen a week ago. Her birthday party was bittersweet. There were presents and cake for Sage, and good-bye hugs and tears for all.

The move went smoothly. They found an apartment to live in. It was smaller than the house they just moved from, but it was nice and they were on the 5th floor so they had a good view of the city.

Once settled in their new home they had to become familiar with their new surroundings. Everything seemed to be within walking distance. This was completely different from before. All of a sudden instead of getting in the car, they were getting on a bus or train. With some trepidation and a few good college tries, Khadija and her children were confidently learning their way around the city.

Khadija raised her children to have self-assurance. She knew it takes confidence to be a kid. Kids are always faced with “famous firsts” whether it be going to a new school or stepping up to bat for the first time. Kids face a lot of uncharted territory.

Vocabulary

- Achievements
- Bittersweet
- “College Tries”
- Confidence
- Encourage
- Frustration
- Obstacles
- Persistence
- Self-Assurance
- Trepidation

4.6

Khadija and her husband instilled a can-do attitude in their children so that they would be brave and take on new challenges and, over time, believe in themselves. They understood that self-confidence rises out of a sense of competence. From the beginning they praised their children's achievements, big and small. They encouraged persistence in the midst of frustration. Khadija taught her children that obstacles could be overcome as long as they kept trying.

Khadija understood that with plentiful opportunities, good instruction, and lots of patience, her children mastered basic skills — like tying their shoes and making the bed. She knew that when other important challenges presented themselves, her children would approach them knowing that they have already been successful in other areas.

Khadija's family has settled into their new life. Her children have made new friends and found new interests to undertake. All is well in Detroit.

Think About It!

1. How confident do you think Khadija felt about having to move?
2. What kind of things do you think Ian had to give up when moving to the city?
3. How do you think Sage handled the move?
4. Have you ever experienced moving to a new place?

Figure it Out

5. If you were to move from the west to the mid west, approximately how far would you travel and in which direction? (Estimate)
6. What kinds of things would be different between the west and north west part of our country?
7. Name three things you would never leave behind when moving to a new place.

UNIT 5



Domestic Violence

- Sexual Abuse
- Verbal Abuse
- Emotional Abuse
- Child Abuse
- Intimidation
- Gangs

Unit 5, Lesson 1: Sexual Abuse — Melissa’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant details and facts about sexual abuse.
- Ask questions and make observations that reflect understanding of what is read.
- Compare and contrast sexual abusers and sexually abused.

Scenario 5.1:

Melissa is a twelve year old fourth grade student. She recently moved to a new town with her mother, Linda, and stepfather, Frank. Melissa despises school. In the third grade she missed 126 days. Her teachers have a hard time connecting to her due to the fact that she misses school so much and that she doesn’t want anyone to speak to her. She is depressed and extremely uncomfortable in her own skin.

Frank started to show Melissa a lot of individual attention. He constantly bought her new toys, clothes, and expensive technology. Frank began visiting Melissa’s room late at night with the door partially closed. He would rub her shoulders all the way down to her lower back saying, “I know you have had a long day sweetheart.” Linda didn’t think anything of it.

Shortly after, the visits became more frequent and the door was now being closed. Frank began to kiss Melissa innocently and tell her how special she was. He worked very hard to get close to Melissa. Melissa felt like Frank was the only adult that “loved her” just the way he wanted her to feel. Eventually, with each visit the touching increased until many boundaries were crossed.

Linda, oblivious to it all, thought it was sweet that her husband was treating Melissa like his own daughter. In her eyes they had a “perfect” little family.

Vocabulary

- Boundaries
- Depressed
- Despises
- Expensive
- Frequent
- Innocently
- Oblivious
- Technology
- Uncomfortable

5.1

Think about it?

1. Why do you think Melissa is uncomfortable with herself?
2. How does sexual abuse affect families?
3. How should you react if your child showed signs of being sexually abused?

Figure it out!

4. Why is it important to be educated about the signs of sexual abuse?
5. Where can I find help if my child has been abused?
6. How do I discuss sexual abuse with my family?

Unit 5, Lesson 2: Verbal Abuse — The Smith’s Story

Advancing Your GED Skills

In this lesson, you will:

- Understand the result from a cause and effect relationship between events.
- Evaluate information in a selection to determine the role that differing points of view play in historical accounts.
- Write critical responses to logical, ethical, and emotional appeals.

Scenario 5.2:

Charlie and Lisa have been married for 20 years. The beginning of their marriage was blissful aside from the occasional fights that involved yelling and minor name-calling mostly on Charlie’s part.

Soon after their son Roger was born, the fights became more frequent. Charlie was very critical of his wife’s maternal instincts, her appearance, and daily household chores. He would mock her and use sarcasm in front of friends and family. On one occasion, Lisa was cooking dinner and hadn’t had a chance to change Roger’s diaper. Upon Charlie’s arrival he noticed his son sitting in a soiled diaper, he accused her of being a terrible mother and threatened to call Child Protective Services. The name-calling became a habit and Lisa’s self-esteem was dwindling away.

The verbal abuse was causing her mental anguish and emotional pain. She felt like she was always walking on eggshells. Daily, Lisa would try her best to please her husband hoping it would change the situation. Unfortunately, this would only frustrate Charlie and he would continue to convince her that she was worthless and that it was all her fault.

As the years passed, Roger witnessed the constant verbal abuse and developed the understanding that this behavior was acceptable. He mirrored his father’s ignorance and showed his mother very little respect.

Roger began dating and unconsciously demonstrated the same behavior his parents exhibited. The cycle was repeating itself.

Vocabulary

- Accuse
- Appearance
- Blissful
- Convince
- Critical
- Dwindling
- Exhibited
- Frequent
- Instincts
- Maternal
- Mental Anguish
- Mirrored
- Mock
- Occasional
- Sarcasm
- Soiled

5.2

Think about it?

1. Why do you think Charlie treats his wife in this manner?
2. Roger has witnessed this behavior all his life. Do you think it is OK for him to exemplify the same behavior?
3. Do you think this behavior occurs often in families? Explain.

Figure it out!

4. What are the signs of verbal abuse?
5. How can someone respond to verbal abuse?

Unit 5, Lesson 3: Emotional Abuse — Roger Smith’s Story

Advancing Your GED Skills

In this lesson, you will:

- Evaluate the accuracy of information based on provided criteria, and distinguish fact from opinion.
- Write critical responses to logical, ethical, and emotional appeals.

Scenario 5.3:

Roger Smith grew up watching his father verbally abuse his mother. This cycle was unconsciously repeating itself. He began dating Isabella. Their relationship, like his parents, started off great. After a few years they finally moved in together.

Isabella was a full-time student in college while Roger worked to pay the bills. There were many times that Roger would make sly remarks about her schooling distracting her from their relationship. Roger was very manipulative and eventually convinced Isabella to drop out of school and take care of the chores and cook dinner.

Unfortunately for Isabella, it didn’t stop there. Roger would often come home and either give her the cold shoulder or find something to argue about. These arguments were not your usual arguments. Unlike his father, Roger never yelled or called Isabella names, but he would belittle her in other ways by criticizing her cooking, cleaning, the way she dressed or whatever was bothering him that day. Roger would remind her daily that he took care of her and if she would do things right he would actually marry her instead of his mistress.

Isabella’s friends and family had no idea what was going on because Roger would always paint a pretty picture, so pretty that even Isabella was convinced. The emotional abuse caused Isabella to develop low self-esteem and severe anxiety. She knew everything was her fault. Isabella stopped hanging out with friends and family because in her eyes the only person she needed was Roger. She wanted to please him but in the end the only thing she was doing was depreciating her own self-worth.

Vocabulary

- Belittle
- Convinced
- Criticize
- Deprecating
- Emotional Abuse
- Manipulative
- Self-worth
- Severe Anxiety
- Sly

5.3

Think about it?

1. Do you think Isabella is really oblivious to the abuse or is she going along with it because she has no where to go?
2. Think about your own relationship or the relationship of someone close to you. How does this scenario affect you?

Figure it out!

3. What are the signs of emotional abuse?
4. How can the victim respond to emotional abuse?

Write about it.

5. Imagine you were a friend of Isabella and you started to notice some of the signs of emotional abuse. It is very hard to bring this to the victim's attention. Write a letter to Isabella expressing your concerns and possible ways to get help.

Unit 5, Lesson 4: Child Abuse — Myrna's Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and facts about child abuse.
- Use personal background information to make predictions.
- Ask questions and make observations that reflect understanding of what is read.

Vocabulary

- Abuse
- Companionship
- Discipline
- Endured
- Financial
- Obscenities
- Redirection

Scenario 5.4:

Myrna, a 29 year old woman lives in the suburbs with her husband Tom and her twin toddler, Jason and Jeffery. Tom is a police officer with the county and Myrna is a stay at home mom. Myrna stopped working when the twins were born. She misses her work and the companionship of her colleagues. Myrna doesn't have many close friends and her family lives in another state. Since Myrna has stopped working the family has been under financial stress due to the loss of her salary.

The boys are at an age that requires constant discipline and redirection. Myrna is stressed out and tired. Most days Myrna starts yelling at the boys telling them that they are stupid and can't do anything right because they don't put away their toys. The boys start crying nonstop which sends Myrna into a rage spewing out all kinds of obscenities. The house is in an uproar and the boys are scared and still crying. Lunchtime has passed and the boys have been locked in a small closet in the basement because Myrna can't handle the noise.

After Myrna speaks to Tom and he lets her know that he will be home within the hour, she gets the boys out of the closet and cleans them up so that the picture tells the tale that Tom wants to see. Tom doesn't understand why the boys are always quiet and starving.

One afternoon Myrna was feeling guilty about her actions and she reflected on why she treats her boys this way. She realized that the abuse that she gives is the same abuse that she endured.

5.4

Think about it?

1. Do you think that Tom knows about the abuse?
2. Why is Myrna abusing her children?
3. What types of abuse are Jason and Jeffery enduring?
4. How can Myrna get help?

Figure it out!

5. Where can you find help if you know a child that is being abused?
6. How can parents break the cycle of child abuse?

Unit 5, Lesson 5: Intimidation — Kenny’s Story

Advancing Your GED Skills

In this lesson, you will:

- Compare and contrast different points of view and interpretations of issues.
- Ask questions and make observations that reflect understanding of what is read.
- Write critical responses to logical, ethical, and emotional appeals.

Scenario 5.5:

For the past two years, Kenny has been working as a corporate salesman for a wholesale office supply company. He was doing very well with his sales and enjoyed his job. Everything was great until about four months ago when a new supervisor was hired for Kenny’s department.

This woman made Kenny feel very uncomfortable. She was intimidating and condescending. Often the supervisor would stand behind Kenny, monitor his phone conversation, and then scold him for not being persistent enough. On a daily basis she would find some reason to demean Kenny ranging anywhere from work ethics to the way he combed his hair.

Kenny was slightly behind on his sales one month but still had a week to catch up. His supervisor was not happy with his status and decided to write in bold red letters “Kenny is incompetent” across the company’s bulletin board. She then demanded that Kenny hand over his top five accounts and told him to start from scratch in front of the entire office. Kenny was humiliated.

Fortunately for Kenny, he was able to catch up and even exceed his quota. However the supervisor was not impressed and decided to give the monthly bonus to another employee whose sales were less than Kenny’s.

Kenny has had enough but does not know how to handle this situation. He really needs this job and is afraid if he reports it he will be terminated.

Vocabulary

- **Condescending**
- **Demean**
- **Exceed**
- **Humiliated**
- **Incompetent**
- **Intimidating**
- **Monitor**
- **Quota**
- **Scold**
- **Terminated**

5.5

Think about it?

1. Do you think Kenny is overreacting? Explain.
2. What would you do if you were in Kenny's situation?

Figure it out!

3. What should a person do when faced with intimidation in the workplace?
4. Intimidation can occur in other circumstances as well, how should a person handle intimidation outside of the workplace?

Unit 5, Lesson 6: Gang Awareness — Javier’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and facts about gang awareness.
- Compare and contrast different points of view and interpretations of issues.
- Use personal background information to make predictions.
- Ask questions and make observations that reflect understanding of what is read.

Scenario 5.6:

Jose, a hard working husband and father of four, came home from his graveyard shift at the local power plant. His wife, Marla, has to work a double today and is rushing out the door. Jose began to cook breakfast, and from the corner of his eye he watched his youngest son, Javier, hobble to the kitchen table. When Jose looked closer he noticed that Javier had several bruises on his arms and a swollen lip. Jose was very concerned and questioned the injuries. Javier blew it off as if it was an innocent game of football.

A month later, while doing laundry Marla found a large wad of money in Javier’s jeans. She quickly approached Javier about the money. He snatched the money out of her hand, screamed at her, and ran out of the house. Disturbed by the situation she started to contemplate her son’s behavior, and other factors like disobeying his curfew and wearing one particular color quite often. She rushed to Javier’s bedroom and frantically searched through his belongings. There was a spiral notebook with several unusual markings and discriminating graffiti. Inside the dresser drawer was a handgun. Marla was furious and immediately called her husband pleading for him to come home.

They searched up and down the streets looking for their son but couldn’t find him. They knew something was wrong. Later that evening, the family got a phone call from the police station. Javier had been involved in a gang fight and was in critical condition at the hospital. The family was devastated and wished they had done something before it was too late.

Vocabulary

- Affiliation
- Contemplate
- Devastated
- Discriminating
- Disturbed
- Frantically
- Graffiti
- Hobble
- Injuries
- Pleading
- Symbolism

5.6

Think about it?

1. Why do you think Javier joined a gang?
2. What are some of the signs that suggest gang activity?
3. How would you react if your child showed signs of gang activity?
4. How would gang activity affect your family?

Figure it out!

5. Why is it important to educate your family and yourself about gang awareness?
6. Where can you find help if your child is involved in a gang?
7. What activities could your child engage in to help avoid gang activity?

UNIT 6



Technology and Media

- Online Safety
- Online Safety: Parental Controls on the Computer
- Cyber Bullying
- Sexting
- Family-Friendly Social Networks
- Mobile Technology/Cell Phones

Unit 6, Lesson 1: Online Safety — Craig’s Story [Part 1]

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents.
- Interpret and demonstrate comprehension of written and graphic information from selections.
- Understand and evaluate practical documents used by most adults such as advertising and various business documents.

Scenario 6.1:

Craig is a freshman in high school. He has just moved into town due to his parents divorce and is having a difficult time adjusting to his new surroundings. He is living with his mother in an apartment. Craig has not met anyone at school or in his neighborhood to befriend. He communicates with his old friends daily on the Internet through a social networking site. One afternoon while he was gaming on the social network he received an instant message from someone that he did not know. He decided to open the message. The message was just a friendly hello. Craig wrote back excitedly, he had made his first friend in town. Craig’s loneliness disappeared due to John’s friendship. Craig and John talked for many hours daily. Craig shared with John all the feelings that he had about his parents splitting up. The two of them played games on the Internet together. They shared many facts about each other. It was as if they had known each other for years. Craig knew that meeting a person face to face from the Internet was a bad idea. Last year, his teacher had taught a lesson on Internet safety and they had watched videos about the dangers of the Internet. John really wanted to meet Craig at the local mall, but Craig continued to make up excuses as to why he couldn’t meet him. One afternoon Craig was walking home from school and a stranger walked up behind him. He introduced himself as John. John was not a freshman in high school in fact he was a 57-year-old man with bad intentions. Craig was shocked and confused. That day will be a day that Craig will never forget. John on the other hand is sitting at a computer looking for his next victim.

Vocabulary

- Adjusting
- Befriend
- Communicate
- Freshman
- Intentions
- Introduced
- Social Network
- Surroundings
- Victim

6.1

Think about it?

1. Why didn't Craig's mother know that he was spending so much time on the Internet?
2. Why did John befriend Craig?
3. How did John know where to find Craig?

Figure it out!

4. Why is it important for kids and adults to be educated about Internet safety?
5. Where can I find out information about on-line safety?
6. How can we protect our children against predators on-line?

Unit 6, Lesson 2: Online Safety — Parental Controls on the Computer — Craig’s Story [Part 2]

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea and identify relevant details, facts, and patterns of organization in fiction, non-fiction, poetry, workplace, and community documents.
- Interpret and demonstrate comprehension of written and graphic information from selections.
- Understand and evaluate practical documents used by most adults such as advertising and various business documents.

Vocabulary

- Dedicated
- Devastated
- Disaster
- Embarrassing
- Guilty
- Incident
- Tremendous

Scenario 6.2:

Craig’s mother and father were devastated by the news of Craig’s online disaster. Craig’s father blamed his mother for everything that happened. Craig’s mother felt a tremendous amount of guilt over the incident. She felt guilty about the separation, moving to a new town, and not being educated about Internet safety. Craig’s mother couldn’t talk to Craig’s father about the incident because he would only make her feel worse. She turned to her sister (MaryAnn) and told her about the whole embarrassing incident. MaryAnn couldn’t believe what she was hearing. She had seen a few news episodes that addressed the potential dangers found online, but never thought that they would impact her family. She knew her sister had a lot going on in her life but she wondered how Craig could get wrapped up in a situation like this.

MaryAnn’s daughter was twelve years old and had just asked her mom if it would be OK to open up an account on a social networking site. MaryAnn had an account and knew that many of her friends allowed their children to have accounts. So she let her daughter open an account. After hearing the news of her nephew’s horrific incident, MaryAnn decided it was time to educate herself on Internet Safety and parental controls. She searched the Internet for many sites about safety and was amazed to find many sites dedicated to the topic.

6.2

Think about it?

1. Why was MaryAnn shocked about the news of her nephew?
2. Why did MaryAnn agree to let her daughter get a social networking account?
3. How did MaryAnn educate herself on Internet safety?

Figure it out!

4. Why is it important for parents to understand and utilize parental control of the computer?
5. Where can I find out information about parental control of the computer?
6. What is something that I can do to protect my child from the harms of the Internet?

Unit 6, Lesson 3: Cyber Bullying — Jamal’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and facts about cyber bullying.
- Recognize stereotypes, bias, persuasion and propaganda techniques in print and non-print messages.
- Evaluate the accuracy of information based on provided criteria.
- Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion.

Scenario 6.3:

Jamal was very excited to finally be a senior in high school. He couldn’t wait for the year to be over so he could take off to Hollywood and fulfill his lifelong dream of becoming a famous actor. Until then, Jamal would continue focusing on his role as president of the Drama Club.

One day in gym class, Jamal was changing into his uniform and overheard a few classmates playing around. He glanced up and smiled. Immediately, the boys stopped playing, covered their bodies, and started accusing Jamal of being homosexual. Jamal was humiliated and refused to attend the rest of gym class.

When Jamal went home, he logged onto his profile page and noticed that there were several derogatory messages posted anonymously on his page. All of his photos had been denigrated as well. The harassment went on for over a month, ranging from cyber threats to online videos of people impersonating Jamal. He was traumatized and wouldn’t dare tell anyone of the abuse for fear of greater retribution. Jamal went into a depression and avoided going to school.

His mother noticed this unusual behavior but whenever she would ask what was wrong he wouldn’t answer. She assumed he was having a bad day.

One final morning, Jamal’s mom walked into the bedroom to wake him up for school. He did not answer. She moved closer to the bed and found her empty bottle of pain killers lying next to Jamal’s lifeless body. She started screaming and noticed the computer screen flashing. Jamal’s mom began reading the last insulting message that caused her son to take his life.

Vocabulary

- Anonymously
- Cyber Bullying
- Cyber Threats
- Derogatory
- Denigrated
- Harassment
- Humiliated
- Impersonating
- Retribution
- Traumatized

6.3

Think about it.

1. If you were Jamal, how would you have handled the situation?
2. What if the derogatory messages were a joke, does that make it OK? Explain.

Figure it out!

3. What are some potential signs that your child may be a victim of cyber bullying?
4. How can a parent prevent their child from being victimized?
5. How should a person respond to cyber bullying?

Write about it.

6. Create a Tips for Cyber Bullying flyer.

(Elise's note: shouldn't this be "Tips for Dealing with Cyber Bullying"?)

Unit 6, Lesson 4: Sexting — Raquel’s Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea, relevant detail and facts about sexting.
- Identify the author’s purpose in text and use the information to construct meaning.
- Ask questions and make observations that reflect understanding of what is read.
- Select appropriate language and word choice in written selections according to intended audience, purpose, and occasion.

Scenario 6.4:

Raquel and her husband own a very successful catering business. Although they spend a lot of time at the restaurant, they make sure they always have time for their 15 year old daughter, Michelle. Their daughter is a straight-A student and rarely gets into trouble at school. Since Michelle is the only child she is fortunate to get whatever she wants, including the latest camera phone.

One afternoon at home, Raquel was conversing with her husband about a very important party they had scheduled. Midway through the conversation her cell phone’s battery died. Instead of running upstairs to get the charger she asked Michelle if she could borrow her cell. Michelle agreed and handed her mom the phone. Raquel had no idea how to utilize the device and before she could ask her daughter about the phone she accidentally opened up Michelle’s Recent Messages. Raquel was horrified at what she saw. There were several sexually explicit pictures of her daughter and inappropriate text messages.

Raquel did not know what to do. Finally she decided to confront Michelle as calmly as possible. At first Michelle was upset because she couldn’t believe her mom was snooping through her phone, but then she was overcome by shame and began to cry. Raquel held back her anger and listened to her daughter’s explanation. Michelle was trying to impress her crush at school and thought this would be a great way for him to like her. Raquel deleted all of it and explained that it is illegal to send sexually explicit photos and messages of or to a minor.

Vocabulary

- Conversing
- Device
- Fortunate
- Horrified
- Illegal
- Inappropriate
- Minor
- Overcome
- Sexting
- Sexually Explicit
- Utilize

6.4

Think about it?

1. How would you react if you found nude, partially nude, or sexually explicit photos of your child or inappropriate text messages on your child's phone?
2. Do you think this behavior is OK? Explain.

Figure it out!

3. What are the consequences of Sexting if reported?
4. Why is it important to educate your family and yourself about Sexting?
5. How can you prevent your children from engaging in these activities?

Unit 6, Lesson 5: Family Friendly Social Networks - MaryAnn's Story

Advancing Your GED Skills

In this lesson, you will:

- Determine the main idea and identify relevant details, facts, and patterns of organization in documents.
- Apply additional information to text being read.
- Apply critical thinking and problem solving skills to various types of text.
- Locate, organize and interpret different types of written information appropriate for completing a task..
- Produce an informational flier for parental tips on social networking.

Scenario 6.5:

MaryAnn's daughter, Elizabeth, was adamant about getting her own social networking account. Every day she persisted trying to convince her mother to let her open up her own account. MaryAnn was not opposed to the idea but asked Elizabeth to be patient while she continued to educate herself on SNS safety issues. She promised her daughter in five days she could open up her own account. They pinky swore and Elizabeth stopped harping on her mom. She knew her mother was as good as her word!

Though MaryAnn had her own SNS account on Facebook, she rarely went on it. She felt totally outpaced by the technology-savvy world but knew anyone with an e-mail address could start adding friends and populating a profile page. She wondered how she was ever going learn all the tips she needed to know to keep Elizabeth safe and open with their communication. Fast and furiously, MaryAnn started investigating safety tips and family-friendly social network sites. She soon discovered there was tons of information that was helpful. Her discovery process was overwhelming at times. She narrowed down her search to find the Children's Online Privacy Protection Act (COPPA). This act requires sites dealing with children 13 years and under to get parental consent before they collect, maintain, or use kids' information. COPPA also allows parents to review their child's online profiles and blog pages. MaryAnn began to feel she could have control over the situation.

Two days before Elizabeth was going to start her account, MaryAnn thought she hit the jackpot! She discovered several family-centric social networks like Everloop which targets tweens with a closed-off kind of networking that keeps parents very much in the loop. Good one, she thought. But then she discovered another service called Neer and another

Vocabulary

- Adamant
- Family-centric
- Harping
- Loop
- Opposed
- Overwhelming
- Persisted
- Profile
- Savvy
- SNS
- Tweens

6.5

and another, all of which aimed at shrinking down social networking to only close family and friends circles. MaryAnn was no fool, she knew that any web-savvy tween could find most of their friends on Facebook already. Luring Elizabeth away from the hyper-connected world of “likes” and “pokes” certainly wasn’t going to be easy.

The day finally arrived for Elizabeth to open her own account. MaryAnn still wasn’t totally prepared and was still feeling uncomfortable with it. However she kept her word. Elizabeth now had her own SNS account and began profiling her page.

Think about it?

1. Why was MaryAnn concerned about letting her daughter have her own account?
2. What social network risks should MaryAnn talk about with Elizabeth?
3. How should MaryAnn guide Elizabeth on using social networking sites safely?

Figure it out!

4. What is a good way to get involved your child’s on-line life?
5. What are the 5 major settings which mark a social networking site as family friendly?
6. Why should you be cautious about the information you post about yourself online? Cite examples and possible outcomes.

Unit 6, Lesson 6: Texting While Driving — Sid's Story

Advancing Your GED Skills

In this lesson, you will:

- Identify the author's purpose in text and use the information to construct meaning.
- Ask questions and make observations that reflect understanding of what is read.
- Understand, interpret and explain graphic models and stimuli.

Vocabulary

- Chimed
- Distracted
- Interrupted
- Pedestrian
- Response
- Shifted
- Shock
- Text

Scenario 6.6:

Sid was on his way to work one morning when his phone chimed in. It was a text from his girlfriend. When he finally approached a red light he grabbed his phone to see what she wrote. It said, "I miss u!" Sid grinned and started to reply but was interrupted by several loud car horns. He did not notice the light had changed.

Sid pushed the gas and continued down the street. He had one hand on the steering wheel and the other hand typing a cute response back to his girlfriend. Sid knew that it was illegal to text and drive but figured it was just a short text so it wouldn't be a problem. Constantly his eyes shifted back and forth from the road to the cell phone. After pushing send he lifted his head and by the time he realized what was in front of him it was too late. Sid was so distracted that he did not see the young boy riding his bike in the bicycle lane.

Sid could not believe his eyes. The young boy was in shock and started to cry. Sid called for help and before long the police and ambulance arrived. Fortunately for both of them, the boy only suffered a few scratches and bruises. However, Sid was arrested and taken down town all because of a silly text that could have waited.

6.6

Think about it?

1. Imagine you were Sid and you just hit a pedestrian, what would go through your mind? How would you react?
2. Do you think Sid should have been arrested even though the boy was not seriously injured?

Figure it out!

3. Why is texting while driving dangerous?
4. What are the legal consequences if someone is caught texting while driving?

Glossary

Abuse: *noun* – harmful treatment of a person or animal. Can include physical mistreatment or harsh, insulting language

Abduct: *verb* – to carry (a person) off by force

Academic: *adjective* – of or relating to school or college

Academically: *adverb* – of or related to school or college

Acceptance Letter: *noun* – a communication received from a college/university indicating that the applying student has been approved to enroll in that college/university

Accommodates: *verb* – provides a place to stay and sleep

Accommodations: *noun* – providing what is needed or desired for convenience, adaptations – put into place to help learners at risk and students with special needs to have success in their IEP or academic program.

Accuse: *verb* – to blame (someone) for something wrong or illegal : to say that someone is guilty of a fault or crime

Achievements: *noun* – results gained by effort

Action plan: *noun* – a strategy focused on making a change; the working of one thing on another so as to produce a change

Active: *verb* – involved in the activities of a group or organization

Adamant: *adjective* – not willing to change an opinion or decision: very determined

Adjusting: *verb* – changing in order to work or do better in a new situation

Advanced Placement: *noun* – classes taken during high school that earn college credit

Affiliation: *noun* – the state of being closely associated with or connected to an organization, company, etc.

Afford: *verb* – to be able to pay for something

After-school Program: *noun* – enrichment classes and activities offered after the close of the regular school day

Anonymously: *adverb* – not named or identified

Anticipation: *noun* – a feeling of excitement about something that is going to happen

Anxiety: *noun* – fear or nervousness about what might happen

Glossary

Anxiousness: *noun* – feelings of fear or nervousness especially about what may

Appearance: *noun* – the way that someone or something looks

Applications: *noun* – documents that are used to make formal requests for something

Application for Admissions: *noun* – a written request to be granted permission to enroll in a college/
university

Assertive: *adjective* – having a bold or confident manner

Authoritative: *adjective* – having the right to give commands; having the power to influence the behavior of
others

Authorization: *noun* – given legal or official approval to or for (something)

Avoid: *verb* – to keep away from <they have been avoiding me>; to keep from happening <avoid an
accident>

Balance: *noun* – a means of judging or deciding

Befriend: *verb* – to become a friend to someone

Belittle: *verb* – to make (a person or a thing) seem little or unimportant

Benefits: *noun* – something extra (such as vacation time or health insurance) that is given by an employer to
workers in addition to their regular pay

Bittersweet: *adjective* –pleasant but including or marked by elements of suffering or regret

Blissful: *adjective* – extremely or completely happy

Blood sugar: *noun* – the glucose in the blood; especially : the amount or percentage of such sugar

Boundaries: *noun* – things, physical or emotional, that point out or show limits or ends; dividing lines

Calories: *noun* – the energy-producing value of foods

Capable: *adjective* – having the qualities (as physical or mental power) to do or accomplish something <you
are capable of better work>

Career: *noun* – a profession for which one trains and which is undertaken as a permanent calling

Challenge: *verb* – to invite or dare to take part in a contest

Checking Account: *noun* – a bank account from which you can take money by writing checks

Glossary

Chimed: *verb* – made the sound of a ringing bell

Citizen: *noun* – a person who owes allegiance to a government and is protected by it

College Fairs: *noun* – an information-rich gathering during which several colleges compete for the attention of individuals who are likely to become students in the future.

College Tries: *noun* – zealous all-out efforts

Comfortable: *adjective* – at ease

Communicate: *verb* – to get someone to understand your thoughts or feelings

Community: *noun* – a group of people who live in the same area (such as a city, town, or neighborhood)

Companionship: *noun* – the fellowship existing among persons

Compare: *verb* – to examine in order to discover likenesses or differences

Concerned: *verb* – to be worried or disturbed about someone or something

Conciliation: *noun* – to become friendly or agreeable

Condescending: *adjective* – disapproving: showing that you believe you are more intelligent or better than other people

Confidence: *noun* – a feeling of trust or belief <had confidence in our coach>; a feeling of certainty: assurance <spoke with great confidence>

Conserve: *verb* – to use something carefully in order to prevent loss or waste

Constantly: *adverb* – occurring over and over again, repeatedly

Contact: *noun* – a person serving as a go-between, messenger, connection, or source of special information

Contemplate: *verb* – to think deeply or carefully about

Conversing: *verb* – talking, usually informally, with someone

Convince: *verb* – to cause (someone) to believe that something is true

Convinced: *verb* – caused someone to believe that something is true

Co-pay: *noun* – an amount of money that a person with health insurance is required to pay at the time of each visit to a doctor or when purchasing medicine

Couch potato: *noun* – a lazy and inactive person; especially: one who spends a great deal of time watching television.

Glossary

Coverage: *noun* – the financial protection that is provided by an insurance policy

Critical: *adjective* – expressing criticism or disapproval

Criticize: *verb* – to find fault with

Cyber Bullying: *noun* – using the Internet to frighten, hurt, or threaten a person

Cyber Threats: *noun* – using the Internet to cause trouble, harm, etc.

Declined: *verb* – exhibited unwillingness to accept, do, engage in, or agree to

Dedicated: *adjective* – focused on one subject

Deductible: *noun* – an amount of money that you have to pay for something (such as having your car fixed after an accident) before an insurance company pays for the remainder of the cost

Demean: *verb* – to cause someone or something to seem less important or less worthy of respect

Democratic: *adjective* – favoring social equality and the rule of the majority

Denigrated: *verb* – said very critical and often unfair things about someone

Deposited: *verb* – put money into a bank account

Depressed: *adjective* – low in spirits; sad

Deprecating: *adjective* – criticizing or expressing disapproval of (someone or something)

Derogatory: *adjective* – intended to lower the reputation of a person or thing

Description: *noun* – an account of something; especially: an account that presents a picture to a person who reads or hears it

Despises: *verb* – considers as beneath one's notice or respect : feels scorn and dislike for

Detailed: *adjective* – named or mentioned exactly and clearly

Devastated: *verb* – caused (someone) to feel extreme emotional pain — usually used as (be) devastated

Device: *noun* – an object, machine, or piece of equipment that has been made for some special purpose

Diagnosis: *noun* – the art or act of identifying a disease from its signs and symptoms

Diet: *noun* – the kind and amount of food selected for a person or animal for a special reason (as improving health)

Diligence: *noun* – careful and continued work

Glossary

Disaster: *noun* – something that has a very bad effect or result

Discipline: *verb* – to punish or penalize; to bring under control

Disconnected: *adjective* – to undo or break the connection, as to disconnect a telephone line

Discriminating: *adjective* – making a distinction

Disease: *noun* – an abnormal bodily condition of a living plant or animal that interferes with functioning and can usually be recognized by signs and symptoms; illness

Distance: *noun* – the space or amount of space between two points, lines, surfaces, or objects

Distinct: *adjective* – real and different from each other

Distracted: *verb* – drawn or directed (as one's attention) to a different object or in different directions at the same time

Disturbed: *adjective* – worried and unhappy

Down Payment: *noun* – the first payment made when buying something with an agreement to pay the rest later

Dubbed: *verb* – gave someone a name or a title

Dwindling: *verb* – gradually becoming smaller

Eligibility: *noun* – able to be chosen for something; able to do or receive something

Eligible Providers: *noun* – groups or companies that provide specified services and are able to be chosen or selected to provide those services

Embarrassing: *adjective* – causing to feel self-consciously confused or distressed

Emergency Stash: *noun* – money set-aside for an unexpected situation that calls for immediate action

Emotional Abuse: *noun* – harmful treatment of a person, effecting the way they feel emotionally

Emulating: *verb* – trying to be like someone or something you admire

Encourage: *verb* – to cause to feel courage, spirit, or hope

Endured: *verb* – allowed to happen or continue

Encounter: *verb* – to have or experience

Energy levels: *noun* – power or ability to be active; strength of body or mind to do things

Glossary

Engage: *verb* – to commit oneself to do or take part in something

Enrich: *verb* – to make more valuable, to improve <enrich the mind>

Enrichment: *noun* – an activity or experience that enriches the individual

Enrollment: *noun* – to become a member or participant in something such as an insurance plan

Environmental Stress: *noun* – a state of mental tension caused by the conditions that surround someone or something; the conditions and influences that affect the growth, health, progress, etc.

Exceed: *verb* – to go beyond the limit of something

Exceeded: *verb* – went beyond the limit of something

Excels: *verb* – does or is better than others: <a student who excels in sports> <excels her brother at tennis>

Exceptional: *adjective* – better than average

Exhibited: *verb* – showed or revealed

Expense: *noun* – the amount of money that is needed to pay for or buy something

Expensive: *adjective* – having a high price; marked by high prices

Extend: *verb* – to make something longer or greater

FAFSA (Free Application for Federal Student Aid): *noun* – a written request, made to the United States Department of Education, for financial assistance with college expenses

Faith: *noun* – belief in the existence of God; strong religious feelings or beliefs

Family Centric: *adjective* – focused on interests and concerns of the family, family-friendly

Fatigue: *noun* – the state of being very tired, weariness

Fatty foods: *noun* – foods containing an unusually high amount of fat. These foods are often very greasy.

Final Transcript: *noun* – the official copy of a student's educational record

Financial: *adjective* – having to do with obtaining or providing funds/ money

Financial Assistance: *noun* – monetary (money) help or support

Fluent: *adjective* – able to speak easily and smoothly

Fortunate: *adjective* – having good luck; enjoying good fortune: lucky

Glossary

Foster: *verb* – to help the growth or development of

Frantically: *adverb* – acting in a wild and hurried manner

Frequent: *adjective* – happening often; habitual

Freshman: *noun* – a student in the first year of high school or college

Frugal: *adjective* – careful about spending money or using things when you do not need to : using money or supplies in a very careful way

Frustrated: *verb* – prevented from carrying out a purpose

Frustration: *noun* – a feeling of being unable to get anything done

Glucose: *noun* – a sugar that occurs especially in a naturally occurring form that is found in plants, fruits, and blood and is a source of energy for living things

Glycemic index: *noun* – a measure of the rate at which ingested food causes the level of glucose in the blood to rise; also: a ranking of foods according to the glycemic index

“Go Green:” *verb* – to try to protect or mean to protect the natural world: be concerned with protecting the environment

Goals: *noun* – represent what the parents and the other IEP team members think a child will be able to accomplish in his area(s) of disability-academic, developmental, and functional-in a year’s time.

Graffiti: *noun* – pictures or words painted or drawn on a wall, building, etc.

Grants: *noun* - amounts of money that are given to someone by a government, a company, etc., to be used for a particular purpose

Guilty: *adjective* – having done wrong

Harassment: *noun* – to create an unpleasant situation for by unwelcome *verbal* or physical conduct

Harping: *verb* – dwelling on a subject tiresomely <always harping on his shortcomings

Health risks: *noun* – conditions that create the possibility of loss of the condition of being sound in body, mind, or spirit; especially: freedom from disease

Hindering: *verb* - making slow or difficult: hampering; holding back

Hobble: *verb* – to walk with difficulty because of injury or weakness

Horried: *adjective* – greatly upset, shocked

Glossary

Humiliated: *verb* – made someone feel very ashamed or foolish

Identity: *noun* – who someone is : the name of a person, social security number, age,...

Idiomatic expression: *noun* – a statement peculiar or unique to a particular group or individual

IEP: *noun* – Individualized Education Plan: Lists the specific special education services a child will receive, based upon his or her individual needs.

Illegal: *adjective* – not allowed by law; against the law

Illegal Substances: *noun* – things (as drugs or alcoholic beverages) considered harmful and the use of which are against the law

Impersonating: *verb* – pretending to be another person

Inappropriate: *adjective* – not right or suited for some purpose or situation

Incident: *noun* – an unexpected and usually unpleasant thing that happens

Incompetent: *adjective* – lacking necessary ability or skills

Inflexible: *adjective* – not easily influenced or persuaded

Influence: *noun* – the act or power of producing an effect without apparent exertion of force or direct exercise of command

Injuries: *noun* – harm or damages resulting from acts or events that cause something to no longer be fully healthy or in good condition

Innocently: *adverb* – harmless in effect or intention

Inquire: *verb* – to ask information

Instincts: *noun* – ways of behaving, thinking, or feeling that are not learned: natural desires or tendencies that make you want to act in a particular way

Insulin: *noun* – a hormone that is produced by the pancreas and is necessary for the normal use of glucose by the body

Intentions: *noun* – things that you plan to do or achieve: an aim or purpose

Interactive: *adjective* – active between people, groups, or things

Internal Stress: *noun* – a physical, chemical, or emotional factor that causes bodily or mental tension and may be involved in causing some diseases that comes from within a person

Glossary

Interventions: *noun* – attempts by a child’s classroom teacher, with input from others, to resolve a problem the child is having before a referral is made for a full and individual evaluation. Interventions require direct instruction and data is collected to determine if the intervention is effective.

Irritable: *adjective* – becoming angry or annoyed easily

Interrupted: *verb* – caused (something) to stop happening for a time

Intimidating: *verb* – making someone afraid

Introduced: *verb* – made someone known to someone else by name

Issues: *noun* – challenges, points of debate or controversy

Lack: *verb* – to be missing; to need, want, or be short of

Laid-back: *adjective* – having a relaxed style or character

Lethargic: *adjective* – being slow, lazy, or not caring

Limited: *adjective* – lacking breadth and originality, simple, basic

Loans: *noun* – amounts of money given to someone for a period of time with a promise that it will be paid back: amounts of money that is borrowed

Loop: *noun* – a group of people who know about or have influence or control over something —usually used in the phrases in the loop and out of the loop

Making Ends Meet: *verb* – having the resources to pay for regular, reoccurring financial responsibilities

Manage: *verb* – to take care of and make decisions about

Manipulative: *adjective* – using or controlling other people in a clever and often unfair or selfish way

Maternal: *adjective* – of or relating to a mother: motherly

MEAP: *noun* – the Michigan Educational Assessment Program: a standardized test used to assess all students in attending Michigan K-12 schools.

Mental Anguish: *noun* – extreme pain or distress of the mind

Minimum Payment: *noun* – least or lowest possible amount of money paid against a loan or credit card balance.

Minor: *noun* – a person who is not yet old enough to have the rights of an adult

Mirrored: *verb* – resembled or reflected as if in a mirror

Glossary

Mock: *verb* – to treat with scorn; ridicule; to make fun of by mimicking

Money Market: *noun* – the trade in short-term negotiable instruments (as U.S. Treasury securities)

Monitor: *verb* – to watch, observe, listen to, or check something for a special purpose over a period of time

Motivation: *noun* – something that makes a person try to work hard or harder

Nervous: *adjective* – easily excited or irritated; causing uncomfortable feelings

Network: *noun* – a group of people or organizations that are closely connected and that work with each other

Neurologist: *noun* – physician who specializes in identifying and treating diseases of the nervous system

Nutrition: *noun* – the act or process of nourishing or being nourished; especially: the processes by which an animal or plant takes in and makes use of food substances

Nutritional value: *noun* – related to nutrition; the nutritional worth, utility, or importance in comparison with something else

Obese: *adjective* – having excessive (too much) body fat

Obesity: *noun* – a condition characterized by the excessive accumulation and STORAGE of fat in the body

Objectives: *noun* – benchmarks of what students will be or should be learning

Oblivious: *adjective* – not being conscious or aware

Obscenities: *noun* – expressions of speech that are very shocking to one's sense of what is moral or decent

Occasional: *adjective* – happening or done sometimes but not often: not happening or done in a regular or frequent way

Opposed: *adjective* – not agreeing with or approving of something or someone

OSE-EIS: *noun* – Office of Special Education and Early Intervention Services: Oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities

Overcome: *verb* – to affect (someone) very strongly or severely

Overweight: *noun* – excessive or burdensome weight

Overwhelming: *adjective* – getting the better of, overcoming greatly or extremely

Patience: *noun* – showing calm, self-control; not hasty or reckless

Glossary

Pedestrian: *noun* – a person who is walking in a city, along a road, etc.

Permissive: *adjective* – granting or tending to grant permission (the consent of a person in authority)

Persisted: *verb* – continued to do something or tried to do something even though it was difficult or other people wanted you to stop

Persistence: *noun* – repetition or pressing of an utterance (as a question or an opinion); to continue to do something in spite of opposition, warnings, or plea

Personal Expenses: *noun* – amount of money that an individual person spends on a regular basis to cover his/her needs

Perturbed: *verb* – caused someone to be worried or upset

Philosophy: *noun* – someone's basic beliefs about the way people should live

Pleading: *noun* – the act of asking for something in a serious and emotional way

Popular: *adjective* – commonly liked or approved

Pre-existing Condition: *noun* – a sickness or disease that a person has had before for a long time

Premium: *noun* – the price of insurance

Prepare: *verb* – to make ready beforehand

Private Tutor: *noun* – a person who has the responsibility of instructing and guiding another in a one-to-one situation

Proactive: *adjective* – acting in anticipation of future problems, needs, or changes

Profile: *noun* – a brief written description that provides information about someone or something

Progressive: *adjective* – making use of or interested in new ideas

Promotes: *verb* – makes people aware of something (such as a new product) through advertising; makes (something) more popular, well-known, etc.

Prudent: *adjective* – having or showing careful good judgment

PSAT/ SAT: *noun* – Preliminary Scholastic Aptitude Test (PSAT)/ Scholastic Aptitude Test (SAT). Assessments used to measure a person's ability to learn and to succeed in college/university.

Quota: *noun* – a specific amount or number that is expected to be achieved

Recreationally: *adverb* – of a drug: using for pleasure instead of for medical purposes

Glossary

Redirection: *noun* – to change the path or course of something

Reiterating: *verb* – repeating something you have already said in order to emphasize it

Reported: *verb* – made a statement about or description of

Research: *noun* – 1: careful study and investigation for the purpose of discovering and explaining new knowledge; 2 : the collecting of information about a subject

Resources: *noun* – usable stocks or supplies (as of money, products, or energy)

Response: *noun* – something that is said or written as a reply to something; something that is done as a reaction to something else

Responsible: *adjective* – able to meet one’s obligations; reliable; able to choose for oneself between right and wrong

Restraint: *noun* – control over your emotions or behavior

Retribution: *noun* – punishment for doing something wrong

Routine: *noun* – a standard or regular way of doing something

RTI: *noun* – Response to Intervention

Sagacious Budget: *noun* – an amount of money available for spending that is based on a plan for how it will be spent that has been developed using wise judgment

Sarcasm: *noun* – the use of words that mean the opposite of what you really want to say especially in order to insult someone, to show irritation, or to be funny

Savings Account: *noun* – a bank account in which people keep money that they want to save

Savvy: *noun* – practical understanding or knowledge of something

Savvy Consumer: *noun* – a person who demonstrates sharp perception, comprehension, or shrewdness when buying goods and services

Scholarships: *noun* – amounts of money given by a school, an organization, etc., to a student to help pay for the student’s education

Scold: *verb* – to speak in an angry or critical way

Self-assurance: *noun* – confidence in oneself and in one’s powers and abilities

Self-worth: *noun* – a feeling that you are a good person who deserves to be treated with respect; self-esteem

Glossary

Severe Anxiety: *noun* – serious fear or nervousness about what might happen

Sexting: *verb* – texting words or pictures of a sexual nature

Sexually Explicit: *adjective* – open in the depiction of nudity or sexuality

Shifted: *verb* – moved or to caused (something or someone) to move to a different place, position, etc

Shock: *noun* – a state in which you are experiencing a sudden usually unpleasant or upsetting feeling because of something unexpected

Sly: *adjective* – clever in a dishonest way

Social network: *noun* – a website that people can join to communicate with other people and/or enjoy things with each other such as playing games

SLD: *noun* – Specific Learning Disability

Social Networking Site (SNS): *noun* – an online site set-up with the specific purpose of allowing people to interact with each other over the internet.

Soiled: *verb* – made dirty

Spiking: *verb* – increasing sharply

Starch: *noun* – a white odorless tasteless carbohydrate that is the chief form in which carbohydrate is stored in plants, is an important food

Statement: *noun* – a document which shows amounts of money that you have received, spent, etc.

Stress: *noun* – a physical, chemical, or emotional factor that causes bodily or mental tension and may be involved in causing some diseases; also: a state of tension resulting from a stress

Success: *noun* – satisfactory completion of something

Suffice: *verb* – to be or provide as much as is needed: to be sufficient

Supplemental Aid and Services: *noun* – aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate

Surroundings: *noun* – the places, conditions, or objects that are around you: environment

Symbolism: *noun* – the use of symbols (actions, objects, events, etc., that express or represent a particular idea or quality) to express or represent ideas or qualities in literature, art, etc.

Glossary

Tag Number: *noun* – license plate number

Task: *noun* – a piece of work to be done

Technology: *noun* – a machine, piece of equipment, method, etc., that is created by technology; i.e. computer, smart board; iPad; iPod; laptop...

Tension: *noun* – a state of mental unrest that is often accompanied by physical signs (such as perspiring) of emotion

Terminate(ed): *verb* – to take a job away, end the employment of a person

Text: *noun* – data handled by a computer, cell phone, etc., that is mostly in the form of words

Text: *verb* – to send someone a text message

Thriftiness: *noun* – the state of managing or using money in a careful or wise way

Tourist: *noun* – a person who travels to a place for pleasure

Transferred: *verb* – moved from one place to another

Traumatized: *verb* – caused someone to become very upset in a way that often leads to serious emotional problems

Tremendous: *adjective* – very large or great

Trepidation: *noun* – a state of alarm or nervousness

Tutor: *noun* – a person who has the responsibility of instructing and guiding another

Tweens: *noun* – boys or girls who are 11 or 12 years old; pre-teens

Type 2 Diabetes: *noun* – a common form of diabetes mellitus that develops especially in adults and most often in obese individuals and that is characterized by hyperglycemia resulting from impaired insulin utilization coupled with the body's inability to compensate with increased insulin production —called also non-insulin-dependent diabetes, non-insulin-dependent diabetes mellitus, type 2 diabetes mellitus

Ultimate: *adjective* – arrived at as the last, greatest result

Uncomfortable: *adjective* – feeling embarrassed or uneasy

Under his wing: *adverb* – protection, guidance

Unmotivated: *adjective* – feels no need to do anything

Unruly: *adjective* – not yielding easily to rule or restriction

Glossary

Utilize: *verb* – to use something for a particular purpose

Various: *adjective* – used to refer to several different or many different things, people, etc.

Victim: *noun* – a person cheated, fooled, or harmed by another

Violently: *adverb* – acting with or characterized by harmful physical force

Waste: *verb* – to use something valuable in a way that is not necessary or effective: to use more of something than is necessary

Work Study: *noun* – a program that gives high school or college students the opportunity to work in a particular field in order to gain experience

