

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

Independent Living

Course # 822

Grade(s) 11, 12

Department: Family and Consumer Science

Length of Period (mins.) 41

Total Clock Hours: 61.5

Periods per Cycle: 6

Length of Course (yrs.) 0.5

Type of Offering: required elective

Credit: 0.5

Adopted: _____

Developed by:
Nancy Smartschan

Description of Course

Course Title:

Independent Living - #822

Description:

This course is designed to prepare 11th and 12th grade students with skills to live independently from the family unit. Skills are developed to help students manage their needs in the areas of housing, transportation, nutrition, money management, consumerism, and the work world. Resource management is emphasized in each area to prepare students for life long success at home and in the work place.

Goals:

- Students will use current resources to investigate and explore future trends in consumer and personal finance, housing choices, and nutrition and meal management.
- 3Students will utilize current resources to make informed choices about their personal lives as they move toward autonomy.

Requirements:

Students must participate in all classroom activities including labs and long-term projects.

Text:

Campbell, Sally R, The Confident Consumer, Goodheart-Wilcox, 2004

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Resource Management	1	Students will examine essential components necessary for independent living.	U	• Identify short and long term goals	• Timeline rubric	11.2.9 B
	2	Students will identify and utilize steps in decision-making process.	L	• Outline steps in decision-making process	• Written justification of purchase using decision-making steps	11.2.9 A
Career Planning	3	Students will identify interests, aptitudes, and abilities.	A	• Holland’s work/personality assessment	• Completion of assessment	11.2.9 C
	4	Students will analyze the current job market.	U	• Occupational outlook	• PowerPoint presentation on career	11.1.9 E
	5	Students will plan tracking and education necessary for career.	A	• Investigate college, trade schools, and military options	• Written reports	11.1.9 G
	6	Students will demonstrate knowledge of job seeking skills.	R	• Prepare resume, application, cover letter, and follow-up letter	• Career portfolio	11.2.9 F
	7	Students will examine worker’s role in our economic system.	U	• Prepare W-4 and related tax forms	• Complete tax forms	11.1.9 E
Money Management	8	Students will explain responsibilities associated with managing personal finances.	A	• Selecting banking services	• Checkbook balancing	11.1.9 B
	9	Students will examine the need for personal and family financial planning.	L	• Preparation of an individual budget	• Complete budget and budget pie	11.1.9 B
	10	Students will analyze how for profit and public providers serve the family.	L	• Credit care use and misuse	• Quest speaker	11.1.9 G
	11	Students will apply management principles to decisions about insurance.	L	• Types of insurance	• Worksheet/ video from insurance foundation	11.1.9 B
Housing	12	Students will analyze space requirements for activity to meet given need.	R	• Design room for specific purpose using design principles	• Rubric of completed design board	11.2.9 D
	13	Students will evaluate health and safety hazards relating to family members of various ages.	U	• Safety checklist of rooms in home	• Worksheet	11.4.9 B
	14	Students will delineate factors affecting available housing choices.	L	• Maslow’s hierarchy of needs to select your dream home	• 3D model of home	11.1.9 C
	15	Students will analyze factors affecting housing decisions.	A	• Purchasing vs. renting a home	• Worksheets and classified ad section of newspaper	11.1.9 C
	16	Students will evaluate the impact	U	• Purchasing furnishings for the	• Worksheet directed Internet	11.2.9 E

Unit	Num	Objective	Level	Content	Evaluation	Standard
		of technology on the home.		home	search	
You, the Consumer	17	Students will explain how consumer rights are protected.	A	<ul style="list-style-type: none"> Government agencies and their roles 	<ul style="list-style-type: none"> Classroom reports 	11.1.9 D
	18	Students will evaluate strategies to obtain goods and services.	A	<ul style="list-style-type: none"> Evaluate buying practices 	<ul style="list-style-type: none"> Evaluate TV commercials Video on marketing/persuasion 	
Healthy Eating and Wellness	19	Students will analyze food packaging.	L	<ul style="list-style-type: none"> Food labeling 	<ul style="list-style-type: none"> Prepare food label/rubric 	11.3.9 A
	20	Students will identify causes of microbial contamination in food.	A	<ul style="list-style-type: none"> Food borne illness and prevention 	<ul style="list-style-type: none"> Summary of current articles 	11.3.9 B
	21	Students will analyze energy and nutrient requirement by body.	A	<ul style="list-style-type: none"> Protein, carbohydrates, minerals, vitamins, fats, and water 	<ul style="list-style-type: none"> Personal dietary analysis 	11.3.9 E
	22	Students will utilize meal management principals.	R	<ul style="list-style-type: none"> Select and prepare nutritious breakfast, lunch, dinner, and snack 	<ul style="list-style-type: none"> Lab evaluation 	11.3.9 F