

Wilson Area School District Planned Course Guide

Title of planned course: Independent Living

Subject Area: Family and Consumer Science

Grade Level: 11 - 12

Course Description: In this course, students are exposed to the realities of life as an independent individual. Real life situations are introduced and assigned in a field experience manner in order to practice theories learned in classroom setting. The course is divided into units addressing personal development, careers, community, family life and relationships. Personal concept, goal setting, values and responsibilities are explored ensuring best problem solving skills are used in the student's life while living independently.

Time/Credit for this Course: Full year / 1 credit

Curriculum Writing Committee: Melanie Markulics

Curriculum Map

August:

Personal Development (Unit I)

September:

Personal Development (Unit I)

October:

Fulfilling Career and Community Roles (Unit II)

November:

Fulfilling Career and Community Roles (Unit II)

December:

Understanding Families (Unit III)

January:

Understanding Families (Unit III)

February:

Strengthening Relationships (Unit IV)

March:

Establishing a Family (Unit V)

April:

Managing Your World (Unit VI)

May:

Managing Your World (Unit VI)

June:

Final Projects/Exam

Wilson Area School District Planned Course Materials

Course Title: Independent Living

Textbook:

Strengthening Family and Self
Goodhart-Wilcox, 2010
www.g-w.com

Supplemental Books:

- Contemporary Living
Goodhart-Wilcox, 2010
www.g-w.com
- Creative Living
Glencoe/McGraw-Hill, 2000
www.glencoe.com

Teacher Resources:

- Baby Care Information Link - Reality Works!
<http://www.realityworks.com/>
- Consumer Reports is a site which provides information on comparison research of specific products in the marketplace.
<http://www.consumerreports.org/cro/index.htm>
- A great site for fitness and aerobic activity suggestions!
<http://www.aerobic.org/>
- Citibank Financial Services Website
<http://www.citibank.com/us/index.htm>
- Lafayette Ambassador Bank - Online Banking Tutorial
<http://sitemanager.webbanks.com/bank1068/dbdemo.cfm?order=1>
- ING Direct Online Tutorial - Savings
http://home.ingdirect.com/images/demo_osa.html
- Credit Education Challenge
<https://www.citicards.com/cards/wv/html/cm/student/index.html>

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Personal Development (Unit I)

Time frame: 4 - 5 weeks

State Standards: 11.2.12.A, B, H; 11.3.12.C, D, E, F

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Distinguish self concept v. self esteem and define own self
- Practice effective decision making goal setting skills
- Evaluate effectiveness of action plans
- Analyze food absorption in the body and critique diet modifications

Core Activities: Students will complete/participate in the following:

- Evaluate nature v. nurture
- Research and present self to class
- Discussion of basic principles of growth and development/terms
- Stress management group research
- Develop a wellness log
- Decision making skills, goal setting and plan of action activities

Extensions:

- Interview a goal achieved individual
- Activity transitioning decision making and goal setting skills to analyze current and create new values and opinions for future life as an independent
- Kitchen labs experimenting with theory
- Guest speaker – goal setting and re-setting for success

Remediation:

- KWL charts per individual topics and terms
- Guided reading
- Group sharing assignments
- Review questions and worksheets
- Individual tutoring
- Retesting
- Extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading and practice

- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/pair/share brainstorming
- SMART board, graphic organizers, and technology assisted instruction
- Internet research and video analysis
- Reflective writing and journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Strengthening Family and Self textbook
- Computer
- Laptops
- SMART board
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects
- Kitchen labs

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Fulfilling Career & Community Roles (Unit II)

Time frame: 6 - 7 weeks

State Standards: 11.1.12.B, E; 11.2.12.H; 13.1.11.A, B, C, D, E, F; 13.2.11.A, B, C

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Identify personal inventory of skills and develop career direction
- Define leadership styles and roles within the community
- Implement clear communication skills and responsibility in a group

Core Activities: Students will complete/participate in the following:

- Link life path to career prospects
- Evaluate career clusters through video and group research
- Research personal career interests through Meyers Briggs Test
- Create a resume and cover letter
- Basic skills and terms associated with career and community leadership
- Distinguish altruistic v. selfish reasons behind decisions/behaviors
- Create a career kit and portfolio

Extensions:

- Guest speakers – several different perspectives on different career paths and life experiences are available for presentation, questions and answers – real life connect
- “Pursuit of Happyness” video will provide a non-fiction and dramatic approach
- “Tying Ties” to introduce and practice interview procedures

Remediation:

- KWL charts per individual topics and terms
- Guided reading
- Group sharing assignments
- Review questions and worksheets
- Individual tutoring
- Retesting
- Extra time allotted

Instructional Methods:

- Direction instruction
- Guided reading/practice

- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/pair/share brainstorming
- SMART board, graphic organizers and technology assisted instruction
- Internet research/video analysis
- Reflective writing and journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Strengthening Family and Self textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Understanding Families (Unit III)

Time frame: 5 - 6 weeks

State Standards: 11.2.12.E, F, G, H

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Assess the relationship of family functions to human development
- Hypothesize the impact of present family life-cycle trends on world communities
- Evaluate the effectiveness of using interpersonal skills to resolve conflict
- Contrast past and present family functions and their impact on self

Core Activities: Students will complete/participate in the following:

- Evaluate scenarios of strong/weak family structures
- Research personal family experiences and impact on future
- Research a family tradition
- Basic skills/terms associated with family relationships
- Distinguish conflict resolution within a family environment/communication

Extensions:

- Thanksgiving meal for individual or couple lab – real life connection
- Cookie exchange lab – real life tradition example

Remediation:

- KWL charts per individual topics and terms
- Guided reading/group sharing assignments
- Review questions/worksheets
- Individual tutoring
- Retesting/extra time allotted
- Group support in labs

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning
- Think/pair/share brainstorming
- SMART board, graphic organizers and technology assisted instruction

- Internet research and video analysis
- Reflective writing and journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Strengthening Family and Self textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs
- Kitchens

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Strengthening Relationships (Unit IV)

Time frame: 4 - 5 weeks

State Standards: 11.2.12.A, B, C, D, H

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Distinguish relationship risks and advantages
- Identify personal feelings and possible compatibility issues
- Assess the availability of emerging technology and its impact on relationships

Core Activities: Students will complete/participate in the following:

- View several negative effects of irresponsible relationships (e.g., STI's)
- Explore methods of interaction and meeting new people
- Basic skills and terms associated with dating and developing relationships
- Determine when is the best time to commit to a future as a couple
- Wedding plan and presentation

Extensions:

- Types of love activity – infatuation v. love
- Jacobsen's Marital Roles worksheet
- "Say Yes to the Dress" video

Remediation:

- KWL charts per individual topics and terms
- Guided reading
- Group sharing assignments
- Review questions and worksheets
- Individual tutoring
- Retesting
- Extra time allotted
- Group support in labs

Instructional Methods:

- Direction instruction
- Guided reading/practice
- Independent classroom exercises
- Reading for understanding
- Cooperative group learning

- Think/pair/share brainstorming
- SMART board, graphic organizers and technology assisted instruction
- Internet research and video analysis
- Reflective writing and journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Strengthening Family and Self textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs
- Kitchens

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Establishing a Family (Unit V)

Time frame: 3 - 4 weeks

State Standards: 11.4.12.B, C, D

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Evaluate personal competency, desire and life changes linked to parenthood
- Understand prenatal care, development, and preparation for a baby's arrival
- Analyze current issues in health and safety affecting children during development
- Describe the issues surrounding varied family dynamics

Core Activities: Students will complete/participate in the following:

- Explore and research pregnancy and childbirth
- Discuss the effects of environmental issues on child development
- Basic skills/terms associated with pregnancy, childhood and family growth
- Identify challenges in parenthood activity
- Childcare facility research
- Plan a family meal as a "family" with a scenario to match

Extensions:

- Plan a family vacation
- "Nine Months" video & "Parenthood" video
- Group assignment – birth defects research and presentation

Remediation:

- KWL charts per individual topics and terms
- Guided reading
- Group sharing assignments
- Review questions and worksheets
- Individual tutoring
- Retesting
- Extra time allotted
- Group support in labs

Instructional Methods:

- Direction instruction
- Guided reading and practice
- Independent classroom exercises

- Reading for understanding
- Cooperative group learning
- Think/pair/share brainstorming
- SMART board, graphic organizers and technology assisted instruction
- Internet research and video analysis
- Reflective writing and journaling
- Small and large group discussion
- Individual experiential field research

Materials & Resources:

- Strengthening Family and Self textbook
- Computer
- Laptops
- SMARTboard
- Videos
- PowerPoint programs
- Kitchens

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects

Curriculum Scope & Sequence

Planned Course: Independent Living

Unit: Managing Your World (Unit VI)

Time frame: 6 - 7 weeks

State Standards: 11.1.12.A, B, C, D, F; 11.3.12.A, B, C, F

Anchor(s) or adopted anchor: M11.A.1, 3; M11.D.1; R11.A.2; S11.A.1

Essential content/objectives: At the end of the unit, students will be able to:

- Establish goals for income to balance family and work in a healthy manner
- Manage a family budget as an informed consumer
- Apply decision making skills toward family plans and purchases
- Maintain a safe living space

Core Activities: Students will complete/participate in the following:

- Create a family budget and compare to current
- Payroll and budget worksheet
- Online banking demonstration, credit card v. debit card, agreements
- Consumerism – rights and responsibilities discussion
- Investments – plan for the future activity – renting, leasing v. buying

Extensions:

- Research and present purchasing a vehicle
- “My First Place” and “House Hunters” videos
- Visit Wegman’s Supermarket – unit pricing, meal planning, meeting a budget

Remediation:

- KWL charts per individual topics and terms
- Guided reading
- Group sharing assignments
- Review questions and worksheets
- Individual tutoring
- Retesting
- Extra time allotted
- Group support in labs

Instructional Methods:

- Direction instruction
- Guided reading and practice
- Independent classroom exercises
- Reading for understanding

- Cooperative group learning
- Think/pair/share brainstorming
- SMART board, graphic organizers and technology assisted instruction
- Internet research and video analysis
- Reflective writing and journaling
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Materials & Resources:

- Strengthening Family and Self textbook
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- Laptops
- SMARTboard
- Videos
- PowerPoint programs
- Kitchens

Assessments:

- Formative through discussion and questioning
- Written quizzes
- Homework
- Projects