

Independent Living

Little Chute
Family and Consumer Science
Grades 11 - 12, .5 Credits

Course Overview

Independent Living is a course aimed at all students. Students will become aware of, explore and practice skills necessary for living on your own. Units will relate to the responsibilities of becoming an adult, financial management, housing selection, job finding and keeping skills, comparison shopping skills, and the development of socialization and human relationship skills.

Scope and Sequence

Timeframe	Unit	Instructional Topics
7 Day(s)	Unit 1- Rights and Responsibilities of Adulthood	1.1: Independence 1.2: Legal Rights and Responsibilities at 18
5 Day(s)	Unit 2 - Finding a Job	2.1: Finding Job Openings 2.2: Applying for a Job 2.3: Interviews 2.4: Job Ethics
10 Day(s)	Unit 3- Becoming Financially Responsible	3.1: Forms of Income 3.2: Understanding your Paycheck 3.3: Budgets 3.4: Checking Accounts/Savings and Loans 3.5: Credit
6 Day(s)	Unit 4 - Finding a Place to Live	4.1: Deciding to Move Out 4.2: What Types of House are Available 4.3: Needs vs Wants 4.4: Roommate Selection
6 Day(s)	Unit 5- Relationships	5.1: You and Your Self Image 5.2: Dealing with Emotions and Communicating 5.3: Types of Relationships 5.4: Sex and Responsibility
Ongoing	Unit 6- Technology Standards	6.1: Technology Used in the Classroom
Ongoing	Unit 7- Reading and Language Arts Standards	7.1: Reading and Language Arts

Ongoing	Unit 8- Strategies to Comprehend Concepts	8.1: Synthesizing 8.2: Questioning
Ongoing	Unit 9- Thinking Maps to Organize and Remember	9.1: Circle Map 9.2: Bubble Map 9.3: Double Bubble Map 9.4: Tree Map 9.5: Flow Map 9.6: Multi-Flow Map 9.7: Brace Map 9.8: Analogy or Bridge Map 9.9: Multiple Feature Map

Essential Understandings

Needs to be completed

Academic Vocabulary

Needs to be completed

Prerequisites

Needs assessments for each learning target

Course Details

UNIT: Rights and Responsibilities of Adulthood -- 7 Day(s)

Description

This unit focuses on the changes in legal rights and responsibilities that occur when one turns eighteen and becomes a legal adult.

TOPIC: Independence -- 2 Day(s)

Learning Targets

Students will discuss and illustrate what it means to be independent.

TOPIC: Legal Rights and Responsibilities at 18 -- 5 Day(s)

Learning Targets

Students will distinguish how their legal rights and responsibilities change once they are considered to be legal adults.

Students will identify their legal rights and responsibilities as adults.

UNIT: Finding A Job -- 5 Day(s)

Description

This unit will focus on the proper ways of finding and applying for a job, preparing for an interview, keeping a job, and leaving a job.

TOPIC: Finding Job Openings -- 1 Day(s)

Learning Targets

Students will practice using the various resources available for finding a job.

Students will recognize the resources available for finding a job.

TOPIC: Applying for a Job -- 2 Day(s)

Learning Targets

Students will model how to fill out a job application and prepare a resume.

Students will understand how to prepare job resumes.

TOPIC: Interviews -- 1 Day(s)

Learning Targets

Students will explain how to make a good impression on the interviewer during an interview.

Students will explain the importance of writing a follow-up letter.

Students will recognize how to prepare for an interview.

TOPIC: Job Ethics -- 1 Day(s)

Learning Targets

Students will describe the best way to go about changing jobs.

Students will describe why it is important to have a positive attitude on the job.

Students will explain how getting along with others can help you succeed on the job.

UNIT: Becoming Financially Responsible -- 10 Day(s)

Description

This unit will allow students to examine and apply the steps and information needed to be a financially responsible adult.

TOPIC: Forms of Income -- 1 Day(s)**Learning Targets**

Students will list and define the various forms of income.

TOPIC: Understanding Your Paycheck -- 1 Day(s)**Learning Targets**

Students will describe the deductions taken from an employee's paycheck.

Students will identify different types of credit and describe how to establish a credit rating.

TOPIC: Budgets -- 2 Day(s)**Learning Targets**

Students will explain how their consumer rights are protected.

Students will identify and use reliable sources of consumer information.

Students will prepare a budget to help manage money wisely.

TOPIC: Checking Accounts/Savings and Loans -- 3 Day(s)**Learning Targets**

Students will define the loan process.

Students will demonstrate how to endorse, deposit, write, and cash checks correctly.

Students will evaluate the basic types of savings plans.

Students will model how to balance a checkbook.

Students will select the financial institutions and banking services that will best meet financial needs.

TOPIC: Credit -- 2 Day(s)**Learning Targets**

Students will discuss the advantages and disadvantages of using credit.

Students will explain the importance of using credit wisely.

Students will identify different types of credit and describe how to establish a credit rating.

UNIT: Finding a Place to Live -- 6 Day(s)**Description**

In this unit, students will gain an understanding and appreciation for what it takes to live independently. Students will explore the apartment search process and learn how to ask the right questions and make the right choices regarding housing selection.

TOPIC: Deciding to Move out -- 1 Day(s)

Learning Targets

Students will list the advantages and disadvantages to living at home.

Students will list the advantages and disadvantages to living on their own.

TOPIC: What Types of Housing are Available -- 1 Day(s)

Learning Targets

Students will define terms associated with housing selections.

Students will identify and define the various forms for housing selections that are available.

Students will locate housing availability in the area based on their income levels.

TOPIC: Needs vs Wants -- 1 Day(s)

Description

The main question to answer during this portion of the unit...**What can you afford?**

Learning Targets

Students will comprise a list of their personal needs and wants.

Students will consider what type of housing they can afford.

Students will understand the importance of choosing a roommate carefully.

TOPIC: Reading and Language Arts [Ongoing]

Learning Targets

Students will evaluate what is important to them in choosing a good roommate.

Students will understand the importance of choosing a roommate carefully.

UNIT: Relationships -- 6 Day(s)

Description

In this unit will focus on relating with others. This skill must be developed and has two basic requirements: knowledge and practice. Students will examine current relationships and learn skills necessary to be an individual. This unit also looks at sexual relationships, contraception, and sexually transmitted infections.

TOPIC: You and Your Self Image -- 1 Day(s)

Learning Targets

Students will examine their own self-image.

Students will understand the importance of having a positive self image and how it relates to successful relationships.

TOPIC: Dealing with Emotions and Communicating -- 1 Day(s)

Learning Targets

Students will identify positive ways to handle various emotions that occur in relationships.

Students will give examples of the forms of communication.

Students will know and practice good communication skills.

TOPIC: Types of Relationships -- 1 Day(s)

Learning Targets

Students will discuss resolving conflicts, learning to negotiate, and how to avoid sending mixed signals.

Students will identify and describe the different types of relationships.

TOPIC: Sex and Responsibility -- 4 Day(s)

Learning Targets

Students will discuss the importance of being able to make informed decisions regarding sex and responsibility.

Students will identify various forms of birth control.

Students will list and describe the many sexually transmitted infections.

Students will list the advantages to remaining abstinent until marriage.

UNIT: Technology Standards -- Ongoing

TOPIC: Technology Used in the Classroom [Ongoing]

Learning Targets

Students will use various types of technology throughout the course.

UNIT: Reading and Language Arts Standards -- Ongoing

TOPIC: Questioning [Ongoing]

Learning Targets

Students will apply various reading and language arts concepts throughout the course.

UNIT: Strategies to Comprehend Concepts -- Ongoing

TOPIC: Synthesizing [Ongoing]

Description

Benefits of **SYNTHESIZING**:

- uses schema to help understand new information
- uses schema to enrich interpretations
- prioritizes thinking
- allows deep thinking about relationships between concepts
- clears up confusion
- confirms schema
- builds and creates new schema
- solidifies understandings
- develops awareness of thinking
- expands thinking
- allows for consideration of larger issues and ideas
- results in questioning, inferring and connecting

Learning Targets

Students will show ownership of I Remember strategy.

I Remember strategy builds the habit of flexibility in reading rate, chunking information, and stating information in one's own words.

Students will show ownership of Rank Ordering strategy.

Rank Ordering strategy will support positive thinking, deeper thinking, solid understandings, and consideration of larger issues and ideas.

Students will show ownership of RCRR strategy.

Read-Cover-Remember-Retell (RCRR) RCRR builds the habits of chunking thoughts and restating understanding and slowing one's own thoughts while reading.

Students will show ownership of the Key Word strategy

Key Concept:

When students use the **Key Word** Strategy, they pause after each paragraph or small chunk of text and select a word or short phrase that best represents the main message in that portion of text. Students will benefit in a variety of ways:

- Students must pause frequently and consider the content of what was just read. This slows reading pace.

- Students make a conscious effort to identify the most important information in each paragraph.

By slowing down and thinking about the information, children are more likely to incorporate new knowledge into their prior knowledge.

Students will show ownership of the Making Connections strategy.

Clears up confusion

Confirms and reshapes schema

Heightens awareness of one's thinking

- Information I KNEW
- Information I LEARNED
- Merge and write an overview of new understandings

Students will show ownership of the Say Something strategy.

Students are invited to share personal responses, make connections, develop inferences, and ask questions after thinking about what was read/said and then reacting to it. It will work with any book; it can carry students to higher levels of thinking while encouraging language development.

Students will show ownership of VIP strategy.

VIP strategy develops habits of flexible reading rates, merging of new ideas, and restating in one's own words.

TOPIC: Double Bubble Map [Ongoing]

Description

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

Learning Targets

Students show ownership of the I Wonder strategy.

Good readers ask themselves questions before they read, while they read, and after they have finished reading.

Students will show ownership of First Thoughts and Revised Questions strategy

This strategy helps students wrestle with tougher parts, probe into new areas, formulate new beliefs, and draw conclusions.

Students will show ownership of Questions Searching For Answers strategy

This strategy helps students explain ever changing understandings, draw conclusions and wrestle with new information.

Students will show ownership of Two Page Note Taking strategy

This strategy helps students slow down and focus on important parts, practice note taking strategies, analyze information and draw new conclusions.

UNIT: Thinking Maps to Organize and Remember -- Ongoing

Description

As students manipulate content in a Thinking Map they gain awareness and increased understanding of the content area concepts.

TOPIC: Circle Map [Ongoing]

Description

- Seeking context
- Generate relevant information

Learning Targets

Students will generate relevant information or seek context using a circle map.

TOPIC: Bubble Map [Ongoing]

Description

- Attributes
- Traits
- Properties
- Description

Learning Targets

Students will organize attributes, traits, properties or descriptions with a bubble map.

TOPIC: Double Bubble Map [Ongoing]

Description

- Compare and contrast
- Prioritize importance within a comparison
- Comparison

Learning Targets

Students will compare and contrast using a double bubble map.

TOPIC: Tree Map [Ongoing]

Description

- Classification
- Main Idea/Details
- Persuasive
- Theme

Learning Targets

Students will construct a Tree Map to classify or sort main ideas from details.

TOPIC: Flow Map [Ongoing]

Learning Targets

Students will organize sequences, develop timelines and show chronological order.

TOPIC: Multi-Flow Map [Ongoing]

Learning Targets

Students will organize cause and effect information and make predictions.

TOPIC: Brace Map [Ongoing]

Learning Targets

Students will organize information for technical writing.

Students will organize information from whole to part.

Students will recognize physical relationships of an object.

TOPIC: Analogy or Bridge Map [Ongoing]

Learning Targets

Students will compare and reason analogies.

Students will solve analogies.

TOPIC: Multiple Features Map [Ongoing]

Learning Targets

Students will classify multiple sources of information.

Students will organize information by attributes, traits or properties.