

## 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:** Students are exposed to the realities of life as an independent individual. The course is divided into units addressing personal development, careers, positive communication, family life, finances, and relationships. Personal concept, goal setting, values and responsibilities are explored ensuring excellent problem solving skills are used in a student's life while living independently.

**Time/Credit for this Course:** Half Year/ 0.5 credits

**Curriculum Writing Committee:** Corrine Brittain

## Wilson Area School District Planned Course Materials

**Course Title:** Independent Living

**Textbook:**

*Strengthening Family and Self*, Goodhart-Wilcox, 2010

[www.g-w.com](http://www.g-w.com)

**Supplemental Books:**

- *Contemporary Living*, Goodhart-Wilcox, 2010, [www.g-w.com](http://www.g-w.com)

**Teacher Resources:**

- Next Generation Personal Finance  
<https://www.ngpf.org/>
- Parents- Birth Order  
<https://www.parents.com/baby/development/social/birth-order-and-personality/>
- Overcoming Obstacles  
<https://www.overcomingobstacles.org/>
- Love is Respect  
<https://www.loveisrespect.org/>
- Love Languages  
<https://5lovelanguages.com/quizzes>
- Career One Stop  
<https://www.careeronestop.org/ExploreCareers/Learn/career-clusters.aspx>

## Curriculum Map

**5 weeks:** Personal Development (Unit I)

**3 weeks:** Positive Communication (Unit II)

**2 weeks:** Fulfilling Career and Community Roles (Unit III)

**5 weeks:** Managing Your World (Unit VI)

**3 weeks:** Strengthening Relationships (Unit IV)

## Curriculum Scope & Sequence

**Planned Course:** Independent Living

**Unit:** Personal Development (Unit I)

**Time frame:** 5 weeks

**State Standards:** 11.2.12.A, B, F, H; 11.3.12.C, E; 11.4.12.B, C, D

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

- Distinguish what makes your life path different from others, and define yourself
- Understand how a person will change over their lifespan
- Evaluate the role heredity and genetics play in one's life
- Understand the role environment plays in a person's upbringing
- Evaluate the importance of prenatal care
- Understand family structure and the influence of sibling birth position
- Evaluate the effects of a positive/negative attitude
- Understand the effects of stress and ways to manage stress in one's life
- Practice effective decision-making skills
- Evaluate the effectiveness of action plans

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

- Who Am I Infographic
- Hereditary Disease project
- Discussion of basic principles of growth and development/terms
- Survival Shopping Activity in small groups
- Stress management activities
- Bucket List Project- Present to classmates
- Decision-making skills, goal setting, and plan of action activities
- Positive/Negative attitude activities

**Extensions:**

- Goal Setting: Watch the Movie Rudy
- Present Action Plan to classmates

**Remediation:**

- Group sharing assignments
- Review questions and worksheet- Who am I?
- Individual tutoring
- Extra time allotted

**Instructional Methods:**

- Direct instruction
- Reading for understanding- Birth Order and its effects on our life experience
- Students teach each other about their individual bucket list goals
- Think/pair/share brainstorming
- Internet research- Hereditary diseases
- Reflective writing and journaling- Do Now Discussion Posts- Daily

**Materials & Resources:**

- *Strengthening Family and Self* textbook
- Chromebooks
- Videos
- Google Slide Presentations

**Assessments:**

- Chapter One Quiz
- Project and Rubric -Hereditary Disease Infographic
- Project and Rubric- Who Am I Infographic

## Curriculum Scope & Sequence

**Planned Course:** Independent Living

**Unit:** Positive Communication (Unit II)

**Time frame:** 3 weeks

**State Standards:** 11.2.12.A, C, H; 11.4.12. C

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

- Understand effective communication skills that are necessary for life
- Define different types of communication and their importance (Non-verbal communication)
- Practice using I-messages for effective communication
- Understand effective practices for conflict resolution
- Evaluate real-world conflict resolution scenarios

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

- Communication Drawing Activity
- I-Statements discussion and worksheet
- Read a Job Communication article
- Class discussion on positive communication in the workplace
- Roommate Readiness Quiz
- Roommate Conflict Resolution Story Board Project

**Extensions:**

- Watch Job Interview Show to provide real-world examples of positive and negative communication styles in the workplace
- Read real-world roommate scenarios and discuss them as a group

**Remediation:**

- Review questions and worksheets- I Statements
- Individual tutoring
- Extra time allotted

**Instructional Methods:**

- Small and large group discussion
- Direct instruction
- Reading for understanding - Communication and Conflict Resolution
- Internet research- Job interview questions
- Reflective writing and journaling- Do Now Discussion Posts

**Materials & Resources:**

- *Strengthening Family and Self* textbook
- Chromebooks
- Videos
- Google Slide Presentation

**Assessments:**

- Formative through discussion and questioning
- Written responses- Think Latitude Worksheet
- Written responses- I Statements worksheet
- Project and Rubric- Roommate Conflict Resolution Story Board

## Curriculum Scope & Sequence

**Planned Course:** Independent Living

**Unit:** Fulfilling Career & Community Roles (Unit III)

**Time frame:** 2 weeks

**State Standards:** 11.1.12.B; 11.2.12.A, B, C, H

**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
- Do an inventory of career interests
- Practice interviewing skills with peers

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

- Create job interview questions
- Evaluate career clusters through research
- Research personal career interests through the Careeronestop assessment
- Create a Career Book slideshow researching a chosen career
- Create a resume and cover letter
- Basic skills and terms associated with career and community leadership

**Extensions:**

- Put communication skills to practice by practicing interviewing skills with peers

**Remediation:**

- Career interest questionnaire
- Individual tutoring
- Extra time allotted

**Instructional Methods:**

- Direct instruction
- Group Discussion- Careers, Interests, Daily work-life balance
- Reading for understanding- Career paths
- Internet research- Individual Career paths
- Reflective writing and journaling- Do Now Discussion Posts

**Materials & Resources:**

- Strengthening Family and Self textbook
- Chromebooks
- Videos
- Google Slide Presentation

**Assessments:**

- Formative through discussion and questioning
- Project and Rubric- Career Book
- Job Interview Questions and Participation in Job Interview “Speed Dating”

## Curriculum Scope & Sequence

**Planned Course:** Independent Living

**Unit:** Managing Your World (Unit VI)

**Time frame:** 5 weeks

**State Standards:** 11.1.12.A, B, C, D, E, F, G; 11.2.12. A, B, C, 11.3.12.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:

- Manage a family budget as an informed consumer
- Understand the term budget as well as the difference between needs and wants
- Define different savings terms and styles
- Apply decision-making skills toward family plans and purchases
- Maintain a safe living space

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

- Daily Budgeting Slides, notes, and discussion
- Game Of Life Project- A multiweek assignment where students roll for a “life”, and then proceed to budget every aspect of life from housing, taxes, children, food, etc. Then reflect on how they did at the end.
- Lifestyle Creep Assignment
- Introduction to credit slides and discussion
- Categorizing credit project with a small group
- Credit 101 Slides
- Credit Score Infographic

**Extensions:**

- Watch ESPN's “30 for 30 Broke”
- Present Credit type with a small group
- Analyze real-world scenarios involving credit
- Watch “Pursuit of Happiness” movie

**Remediation:**

- Jeopardy Budgeting Review Game
- Individual tutoring
- Extra time allotted

**Instructional Methods:**

- Direct instruction
- Reading for understanding- Budgeting 101 Article
- Cooperative group learning- Research and present a type of credit
- Internet research- Types of credit
- Internet research- Lifestyle creep
- Reflective writing and journaling- Do Now Discussion Post

**Materials & Resources:**

- *Strengthening Family and Self* textbook
- Chromebooks
- Videos
- Google Slide presentations

**Assessments:**

- Formative through discussion and questioning
- Budgeting 101 Response Questions
- Budgeting Quiz
- Credit Score Quiz
- Game of Life Project and Rubric
- Credit Score Infographic Project and Rubric
- Lifestyle Creep Infographic and Rubric

## Curriculum Scope & Sequence

**Planned Course:** Independent Living

**Unit:** Strengthening Relationships (Unit IV)

**Time frame:** 3 weeks

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

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

- Distinguish the difference between a healthy and an unhealthy relationship
- Identify personal feelings and possible compatibility issues
- Identify individual love languages and how they can improve any relationship
- Identify warning signs in an unhealthy relationship

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

- Discussion of markers for a healthy, unhealthy, and toxic relationship
- Preparing for a Healthy Relationship slides assignment
- Teen Dating Violence Webquest
- Basic skills and terms associated with dating and developing relationships
- Relationship In Lyrics Project
- Love Language Quiz
- Healthy Heart Assignment
- Relationships and Marriage Slides

**Extensions:**

- “Reviving Ophelia” Lifetime movie showing an abusive/toxic relationship
- Flower Pots and Families group Activity-class discussion on things that can break families apart, but then also ways to bring the family back together

**Remediation:**

- Individual tutoring
- Extra time allotted
- One on one support on assignments

**Instructional Methods:**

- Direct instruction
- Internet research- Healthy and Unhealthy Relationships
- Internet research- Teen Dating Violence
- Reflective writing and journaling- Daily Discussion Post
- Reading for understanding- Healthy Relationships
- Group Discussion- Healthy vs. Unhealthy Relationships

**Materials & Resources:**

- *Strengthening Family and Self* textbook
- Computer
- Chromebooks
- Videos
- Google Slide Presentations
- Flower pots

**Assessments:**

- Project- Preparing for Healthy Relationship Slides
- Project and Rubric- Relationship in Lyrics Project
- Reviving Ophelia Responses
- Healthy Heart Project and Rubric