

Independent Living
Curriculum 2013



COURSE: Independent Living	GRADE(S): 10
UNIT Resource Management	TIME: 10 Days

<p>NATIONAL STANDARDS:</p> <p>2.0 Evaluate management practices related to the human economic and environmental resources.</p> <p>2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources.</p> <p>2.3 Analyze policies that support consumer rights and responsibilities.</p> <p>2.4 Evaluate the impact of technology on individual and family resources.</p> <p>2.5 Analyze interrelationship between the economic system and consumer actions.</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p> <p>3.3 Analyze factors in developing a long-term financial management plan.</p> <p>3.4 Analyze resource consumption for conservation and waste management practices.</p> <p>PSSA Math Anchors: M11.A.1.1, 2.1, 3.2; M11.B.2</p> <p>PSSA Reading Anchors: R11.A.2.1, 2.3, 2.4, 2.5; R11.B.3.1, 3.2</p>
--

<p>STATE STANDARDS:</p> <p>Family and Consumer Science: 11.1.9 A,B,C,D,E,F,G</p> <p>Reading: 1.1a,1.1e,1.1f,1.2a,1.6a,1.6d</p> <p>Math: 2.1a, 2.2a, 2.2b</p>	<p>UNIT OBJECTIVES:</p> <p>Students will demonstrate knowledge and application of:</p> <ul style="list-style-type: none"> • Time management techniques • Resource management
<p>ACTIVITIES:</p> <p>Direct instruction</p> <ol style="list-style-type: none"> 1. PowerPoint (Teacher Generated) 2. Vocabulary 3. Workbook Activities 4. Study Guides 5. Homework 6. Quizzes 	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Completed classroom assignments 2. Completed homework assignments 3. Classroom participation 4. Quizzes

RESOURCES:

Today's Teen - Glencoe

REMEDIATION:

1. Chapter review questions
2. "What Would You Do?" (found at the end of each chapter)
3. **Reteaching Activities Workbook**
(based on chapter)

ENRICHMENT:

Extending Learning Workbook
Getting Organized; page 27

COURSE: Independent Living	GRADE(S): 10
UNIT: Adolescent Growth and Development	TIME: 10 Days

<p>NATIONAL STANDARDS:</p> <p>12.0 Analyze factors that impact human growth and development. 12.1 Analyze principles of human growth and development across the life span. 12.2 Analyze conditions that influence human growth and development 12.3 Analyze strategies that promote growth and development across the life span. PSSA Math Anchors: M11.A.1.1, 2.1, 3.2; M11.B.2 PSSA Reading Anchors: R11.A.2.1, 2.3, 2.4, 2.5; R11.B.3.1, 3.2</p>

<p>STATE STANDARDS:</p> <p>Family and Consumer Science: 11.2.9 A,C,F,H 11.4.9 A,B,C,D</p> <p>Reading: 1.1a,1.1e,1.1f,1.4c,1.6a,1.6e,1.6f</p> <p>Math: 2.2a</p>	<p>UNIT OBJECTIVES:</p> <p>Students will demonstrate knowledge and understanding of Goal setting skills</p> <ul style="list-style-type: none"> • Decision making process • PIES (Physical, Intellectual, Emotional, Social) • Value system
<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Direct instruction 2. PowerPoint (teacher generated) 3. Workbook activities 4. Small group activities (teacher generated) 5. Homework 6. Quizzes <p>RESOURCES:</p> <p>Today's Teen - Glencoe</p>	<p>ASSESSMENTS:</p> <ol style="list-style-type: none"> 1. Completed classroom assignments 2. Completed homework assignments 3. Participation in small group activity 4. Classroom participation 5. Quizzes <p>REMEDIATION:</p> <ol style="list-style-type: none"> 1. Chapter review questions 2. What Would You Do? 3. Reteaching workbook assignments <p>ENRICHMENT:</p> <ol style="list-style-type: none"> 1. Unit Project Based Learning Workbook: Teaching About Ethical Principles 2. Extending Learning Workbook <ul style="list-style-type: none"> ➤ Multiple Intelligences ➤ Setting Standards ➤ Acting on Your Values ➤ Weighing Risk Factors

COURSE: Independent Living	GRADE(S): 10
UNIT: Interpersonal Relations/Communication	TIME: 10 Days

<p>NATIONAL STANDARDS:</p> <p>13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.</p> <p>13.1 Analyze functions and expectations of various types of relationships.</p> <p>13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships. 13.3 Demonstrate communication skills that contribute to positive relationships.</p> <p>13.4 Evaluate effective conflict prevention and management techniques.</p> <p>13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.</p> <p>13.6 Demonstrate standards that guide behavior in interpersonal relationships.</p> <p>PSSA Math Anchors: M11.A.1.1, 2.1, 3.2; M11.B.2</p> <p>PSSA Reading Anchors: R11.A.2.1, 2.3, 2.4, 2.5; R11.B.3.1, 3.2</p>
--

<p>STATE STANDARDS:</p> <p>Family and Consumer Science: 11.2.9 A, F, H</p> <p>Reading: 1.1a,1.1e,1.1f,1.2a,1.6a,1.6d</p>	<p>UNIT OBJECTIVES:</p> <p>The student will:</p> <ul style="list-style-type: none"> • Describe proper communication and listening skills • Identify positive methods of conflict resolution strategies
---	---

COURSE: Independent Living	GRADE(S): 10 and 11
UNIT: Health and Wellness	

<p>NATIONAL STANDARDS:</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p> <p>14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.</p> <p>14.4 Evaluate factors that affect food safety, from production through consumption.</p> <p>14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.</p>
--

<p>STATE STANDARDS:</p> <p>STATE STANDARDS: Family and Consumer Science 11.3.12 B,C,D,E,F Evaluate the role of Government agencies in safeguarding our food supply.</p> <p>Evaluate sources of food and nutrition information.</p> <p>Critique diet modifications for their ability to improve nutritionally – related health conditions.</p> <p>Analyze the breakdowns of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>Evaluate the application of nutrition and meal planning principles in selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>FCS 11.1.12 F Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>Reading/Writing 1.1.11 C,E,F,G,H 1.2.11 A 1.4.11 B 1.6.11 A,C,D,E,F</p> <p>Math: 2.2a</p>	<p>UNIT OBJECTIVES:</p> <p>Students will identify the positive benefits of proper nutrition and fitness during adolescence.</p>
---	--

ACTIVITIES:

1. Direct instruction
2. PowerPoint (teacher generated)
3. Vocabulary
4. Workbook activities
5. Small group activities
6. Homework
7. Quizzes

RESOURCES:

Today's Teen – Glencoe

ASSESSMENTS:

1. Completed classroom assignments
2. Completed homework
3. Classroom participation
4. Small group participation
5. Quizzes

REMEDIATION:

1. Chapter review questions
2. What Would You Do?
3. Reteaching Activities based on chapter

ENRICHMENT:

Project Based Learning: pages 20-29