



## EVERETT PUBLIC SCHOOLS INDEPENDENT LIVING

<b>Course:</b> Independent Living		<b>Total Framework Hours:</b> 90 Hours
<b>CIP Code:</b> 190002	<input checked="" type="checkbox"/> <b>Exploratory</b> <input type="checkbox"/> <b>Preparatory</b>	<b>Date Last Modified:</b> 08.2022
<b>Career Cluster:</b> Human Services		<b>Cluster Pathway:</b> Human Services

### Industry Recognized Certificates:

List possible certificates students can earn in the course

### Work-Based Learning:

List WBL opportunities provided in the course

### Course Information:

#### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Students will create a time management log and a reflection paper of how they plan to manage their time.

#### **Leadership Alignment:**

Students apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups. Participants must prepare a file folder, an oral presentation, and a response to a related case study.

#### **21<sup>st</sup> Century Skills Alignment:**

##### Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

##### Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

##### Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

##### Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

##### Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

##### Manage Goals and Time

8. A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

##### Produce Results

10.B.1.h: Be accountable for results

#### **FCCLA Competitive Events:**

STAR EVENT – Interpersonal Communications

<b>STANDARDS AND COMPETENCIES</b>	
<b>Unit:</b> Balancing Work and Family	
<b>Industry Standards and/or Competencies:</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Identify the meaning of work and the meaning of family</li> <li>Describe how families affect work life and how work life affects families</li> <li>Identify strategies for balancing work and family roles</li> <li>Describe the relationship of family goals and principles to work goals and principles</li> <li>Explain ways in which social, economic, and technological changes and trends affect work and family dynamics</li> <li>Develop strategies for sharing responsibilities to manage family and work</li> <li>Apply problem-solving processes to individual and family problems</li> </ul>	
<b>ALIGNED WASHINGTON STATE LEARNING STANDARDS</b>	
<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Health Education</b>	<p><b>Analyzing influences:</b> Analyze how a variety of factors impact personal and community health H2. W3. HS</p> <p><b>Stress Management:</b> Identify physical and psychological responses to stressors H1. So3.HS Develop a personal stress management plan H7. So3.HS</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p><b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b></p>

	<p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>
<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> Students will write a reflection paper detailing how they will resolve disagreements.	
<p><b>Leadership Alignment:</b> Students apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups. Participants must prepare a file folder, an oral presentation, and a response to a related case study.</p> <p><b>21<sup>st</sup> Century Skills Alignment:</b>  <u>Thinking Creatively</u>            1.A.1: Use a wide range of idea creation techniques (such as brainstorming)  <u>Reason Effectively</u>            2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation  <u>Communicate Clearly</u>            3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts  <u>Use and Manage Information</u>            4.B.1: Use information accurately and creatively for the issue or problem at hand            4.B.2: Manage the flow of information from a wide variety of sources  <u>Apply Technology Effectively</u>            6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information            6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy  <u>Manage Goals and Time</u>            8. A.3: Utilize time and manage workload efficiently age Goals and Time            8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise  <u>Produce Results</u>            10.B.1.h: Be accountable for results</p> <p><b>FCCLA Competitive Events:</b> STAR EVENT – Interpersonal Communications</p>	
<b>STANDARDS AND COMPETENCIES</b>	
<b>Unit:</b> Creating and Maintaining Healthy Relationships	
<b>Industry Standards and/or Competencies:</b> <ul style="list-style-type: none"> <li>• Describe caring, respectful, and responsible relationships</li> <li>• Explain the benefits of establishing and maintaining healthy relationships</li> <li>• Identify interpersonal skills for successfully relating to others</li> <li>• Demonstrate communication skills that contribute to positive relationships</li> <li>• Identify the standards that guide behavior in interpersonal relationships</li> <li>• Identify conflict-resolution methods</li> <li>• Evaluate conflict-prevention and management techniques</li> </ul>	<b>Total Learning Hours for Unit: 5</b>
<b>ALIGNED WASHINGTON STATE LEARNING STANDARDS</b>	
<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b></p>

	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b></p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Health Education</b>	<p><b>Analyzing influences:</b></p> <p>Analyze how a variety of factors impact personal and community health. H2.W3. HS</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b></p> <p>3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits</p> <p>3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions</p> <p>3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p><b>Computational Thinker:</b></p> <p>5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b></p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Students will complete the Career Interest Profiler (in Naviance)

**Leadership Alignment:**

Students will develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements. Participants must prepare a portfolio, including a job application, and express their communication skills and job knowledge through an interview.

**21<sup>st</sup> Century Skills Alignment**

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information  
 6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8. A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

**FCCLA Competitive Events:**

STAR EVENT – Career Investigation., Job Interview

**STANDARDS AND COMPETENCIES**

**Unit:** Investigating Career Development Opportunities

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 25**

- Research career options
- Compare career paths
- Research educational opportunities related to career choice
- Set short- and long-term career goals related to career choice

**ALIGNED WASHINGTON STATE LEARNING STANDARDS**

<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b>          7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b>          7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b>          4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)          6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b>          1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively          2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Financial Education</b>	<p><b>Employment and Income 10. EI:</b>  <u>Explore job and career options</u>          1. Identify how non-income factors such as child-care options, cost of living, and work conditions can influence job choice          2. Outline a career plan that aligns with personal interests, financial goals, and desired lifestyle          3. Develop a résumé and cover letter for a specific job of interest  <u>Compare sources of personal income and compensation</u>          4. Give examples of employee benefits and explain why they are forms of compensation  <u>Analyze factors that affect net income</u>          5. Complete IRS form W-4 (Employee's Withholding Allowance Certificate) to determine the optimal amount to withhold for personal income tax</p>

	6. Differentiate between gross, net, and taxable income 7. Complete IRS Form 1040EZ, Form 1040, and applicable state income tax forms
<b>Educational Technology</b>	<b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions <b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving <b>Creative Communicator:</b> 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Students will complete the Consumer Purchasing Comparison Project

**Leadership Alignment:**

Students will research, plan, and create an instructional video on being a wise consumer.

**21<sup>st</sup> Century Skills Alignment:**

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Reason Effectively

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Manage Goals and Time

8. A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

**FCCLA Competitive Events:**

STAR EVENT – Instructional Video Design

### STANDARDS AND COMPETENCIES

**Unit:** Making Responsible Consumer Choices

Industry Standards and/or Competencies:		Total Learning Hours for Unit: 20
<ul style="list-style-type: none"> <li>Evaluate sources of consumer information</li> <li>Identify strategies for a planned buying process</li> <li>Describe consumer rights and responsibilities</li> <li>Evaluate factors affecting consumer decisions in a global economy</li> </ul>		
<b>ALIGNED WASHINGTON STATE LEARNING STANDARDS</b>		
<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	
<b>Mathematics</b>	<p><b>Number and Quantity:</b> <u>Reason quantitatively and use units to solve problems</u> <u>CCSS.MATH.CONTENT.HSN.Q.A.1</u> Use units to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. <u>CCSS.MATH.CONTENT.HSN.Q.A.2</u> Define appropriate quantities for the purpose of descriptive modeling. <u>CCSS.MATH.CONTENT.HSN.Q.A.3</u> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>	
<b>Financial Education</b>	<p><b>Spending and Saving 10. SS:</b> <u>Apply consumer skills to spending and saving decisions.</u> 7. Demonstrate how to use comparison shopping skills to buy or finance a major purchase</p>	
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p><b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p>	

**Creative Communicator:**

- 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will complete a simulation project (in-person or electronically) that will include personal budgeting, taxes, banking, savings, credit cards, the influence of credit reports, and the understanding of borrowing and legal documents.

**Leadership Alignment:**

Students apply communication techniques to develop a project designed to strengthen communication in a chosen area: community, employment relationships, family, peer groups, or school groups. Participants must prepare a file folder, an oral presentation, and a response to a related case study.

**21<sup>st</sup> Century Skills Alignment:**Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

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Produce Results

10.B.1.h: Be accountable for results

Financial, Economic, Business and Entrepreneurial Literacy

12.B.1: Knowing how to make appropriate personal economic choices

**FCCLA Competitive Events:**

STAR EVENT – Interpersonal Communications

**STANDARDS AND COMPETENCIES**

**Unit:** Managing Personal and Family Finance

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit:** 30

- Describe the impact of the fundamental principles of economics on personal finances
- Identify local, state, and federal taxes
- Develop a budget or spending plan for personal money management (e.g., earning, spending, saving, and investing)
- Evaluate personal banking services
- Identify procedures for opening and managing an account in a financial institution
- Identify savings
- Identify strategies for managing risk
- Describe the borrowing process
- Evaluate credit cards



- Identify the influence of a credit report
- List legal documents related to home, personal and family management
- Describe the effects of identity theft
- List strategies for preventing identity theft

### ALIGNED WASHINGTON STATE LEARNING STANDARDS

English Language Arts	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
Mathematics	<p><b>Number and Quantity:</b> <u>Reason quantitatively and use units to solve problems</u> <u>CCSS.MATH.CONTENT.HSN.Q.A.1</u> Use units to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. <u>CCSS.MATH.CONTENT.HSN.Q.A.2</u> Define appropriate quantities for the purpose of descriptive modeling. <u>CCSS.MATH.CONTENT.HSN.Q.A.3</u> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
Financial Education	<p><b>Spending and Saving 10. SS:</b> <u>Develop a plan for spending and saving</u> 1. Create a plan to manage spending and achieve financial goals 2. Determine if and how charitable giving fits into a spending plan <u>Develop a system for keeping and using financial records</u> 3. Compare checking, savings, and credit card accounts those financial institutions provide Describe how to use different payment methods 4. Summarize the risks and protections of checks, prepaid cards, debit cards, gift cards, and online or mobile payment systems 5. Compare the features and costs of personal checking accounts offered by different financial institutions 6. Identify the costs of cashing a check with various third parties, such as banks and credit unions, check-cashing services, and retail outlets <u>Apply consumer skills to spending and saving decisions</u> 9. Research the costs and benefits of a new versus used car (e.g., maintenance, safety, financing, and gas mileage) versus alternative forms of transportation 10. Evaluate specific charities based on purpose, management, outcomes or results, and reputation</p>

	<p><b>Credit and Debt 10.CD:</b>  <u>Analyze the costs and benefits of various types of credit</u>  1. Compare the cost of borrowing \$1,000 by means of different consumer credit options</p> <p><b>Investing 10.I:</b>  <u>Explain how investing may build wealth and help meet financial goals</u>  1. Define the time value of money and explain how money invested regularly over time may grow exponentially  2. Calculate and compare the time value of money in the following situations:  (a) Given a rate of return and number of years, calculate the future value of a lump sum investment  (b) Given a rate of return and number of years, calculate the lump sum amount an investor must invest today to reach a specific financial goal at a future date  (c) Given a rate of return, number of years, and frequency of periodic payments, calculate the end (future) value of an investment  (d) Given a rate of return, number of years, and frequency of payments, calculate the periodic payment amount needed to reach a specific investment goal  3. Compare strategies for investing as part of a comprehensive financial plan  4. Illustrate how the time value of money applies to retirement planning</p> <p><u>Evaluate investment alternatives</u>  5. Compare types of investments appropriate for different objectives such as liquidity, income, and growth.</p> <p><b>Risk Management and Insurance 10.RM:</b>  <u>Identify common types of risks and basic risk management methods</u>  1. Identify circumstances in which self-insurance is appropriate  2. Give examples of insurance for the types of risks that young adults might face</p> <p><u>Justify reasons to use property and liability insurance</u>  3. Differentiate among the main types of auto insurance coverage  4. List factors that determine auto insurance premiums and the factors that cause them to change  5. Compare the legal minimum amounts of auto insurance coverage required in Washington state and the recommended optimal amounts</p> <p><b>Financial Decision-Making 10. FD</b>  <u>Recognize the responsibilities associated with personal financial decisions</u>  1. Predict how individual responsibility for financial well-being will change over a lifetime with changing life circumstances  2. Compare how financial responsibility is different for individuals with and without dependents  3. Consider how personal financial decisions might affect family members  4. Consider different definitions of wealth based on personal values, priorities, and goals</p> <p><u>Use reliable resources when making financial decisions</u>  5. Evaluate whether financial information is objective, accurate, and current  6. List factors to consider when selecting a financial professional</p> <p><u>Make criterion-based financial decisions by systematically considering alternatives and consequences</u>  7. Develop a contingency plan to handle events (e.g., car breakdown or phone loss) that might affect personal finances on short notice</p> <p><u>Control personal information</u>  8. Understand identity theft prevention strategies</p> <p><u>Use a personal financial plan or budget</u>  9. List the main components of a simple will  10. Explain the purpose of a durable power of attorney for health care (living will)</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b>  3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits  3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that</p>

	<p>demonstrate meaningful connections or conclusions</p> <p>3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p><b>Computational Thinker:</b></p> <p>5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b></p> <p>6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication</p> <p>6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>
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### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Students will complete the Moving Out project where they will have a source of income and creating move-out plan around that income. The project will also require the students list their living arrangement requirements, create a list of acceptable places to live, review the legal rights and living arrangement restrictions and creating a living agreement their roommate.

**Leadership Alignment:**

Students will research, plan, and create an instructional video on how to purchase a home.

**21<sup>st</sup> Century Skills Alignment:**

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

Use and Manage Information

4.B.1: Use information accurately and creatively for the issue or problem at hand

4.B.2: Manage the flow of information from a wide variety of sources

Apply Technology Effectively

6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information

6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy

Manage Goals and Time

8. A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

**FCCLA Competitive Events:**

STAR EVENT – Instructional Video Design

### STANDARDS AND COMPETENCIES

**Unit:** Creating and Maintaining a Living Environment

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 15**

- Examine rights and responsibilities of homeowners, landlords and tenants
- Compare housing options
- Explain the home-seeking process
- Outline necessary home-maintenance tasks regarding resources and abilities
- Design a living environment to meet personal, family, and financial needs

<b>ALIGNED WASHINGTON STATE LEARNING STANDARDS</b>	
<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.</p> <p><b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b> 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>

<b>COMPONENTS AND ASSESSMENTS</b>
<p><b>Performance Assessments:</b> Students will create a laundry plan explaining the type of clothing they plan on purchasing, how they will wash and maintain their clothing, and outline how they will wash specialty clothing with specific washing guidelines.</p> <p><b>Leadership Alignment:</b> Students will select a used fashion, home, or other postconsumer item to recycle into a new product.</p> <p><b>21<sup>st</sup> Century Skills Alignment:</b>  <u>Thinking Creatively</u>            1.A.1: Use a wide range of idea creation techniques (such as brainstorming)  <u>Reason Effectively</u>            2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation  <u>Communicate Clearly</u>            3.A.1: Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts  <u>Use and Manage Information</u></p>

4.B.1: Use information accurately and creatively for the issue or problem at hand  
 4.B.2: Manage the flow of information from a wide variety of sources  
Apply Technology Effectively  
 6.A.1: Use technology as a tool to research, organize, evaluate, and communicate information  
 6.A.2: Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy  
Manage Goals and Time  
 8. A.3: Utilize time and manage workload efficiently age Goals and Time  
 8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise  
Produce Results  
 10.B.1.h: Be accountable for results  
**FCCLA Competitive Events:**  
 STAR EVENT – Repurpose and Design, Fashion Construction., Fashion Design

### **STANDARDS AND COMPETENCIES**

**Unit:** Obtaining and Maintaining Clothing for Self and Family

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 5**

- Identify factors to consider when selecting clothing
- Describe the types of care needed when maintaining and storing clothing
- Demonstrate clothing maintenance

### **ALIGNED WASHINGTON STATE LEARNING STANDARDS**

<b>English Language Arts</b>	<p><b>Integration of Knowledge and Ideas:</b>          7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b>          7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b>          4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)          6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b>          1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively          2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
<b>Educational Technology</b>	<p><b>Knowledge Constructor:</b>          3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits          3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions          3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p>

	<p><b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b> 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>
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### COMPONENTS AND ASSESSMENTS

**Performance Assessments:** Students will submit a Meal Planning Project that will include a weekly meal plan (with a budget), comparing the cost, time, and nutrition of home cooking versus eating at a restaurant.

**Leadership Alignment:**

Students will create an original prototype formula, testing the product through focus groups, and developing a marketing strategy.

**21<sup>st</sup> Century Skills Alignment:**

Thinking Creatively

1.A.1: Use a wide range of idea creation techniques (such as brainstorming)

Reason Effectively

2.A.1: Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Communicate Clearly

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Manage Goals and Time

8. A.3: Utilize time and manage workload efficiently age Goals and Time

8.C.1: Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise

Produce Results

10.B.1.h: Be accountable for results

Health Literacy

12.D.1: Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health

12.D.2: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction 12.D.3: Using available information to make appropriate health-related decisions

12.D.4 Establishing and monitoring personal and family health goals

**FCCLA Competitive Events:**

STAR EVENT – Nutrition and Wellness Event, Food Innovations

### STANDARDS AND COMPETENCIES

**Unit:** Planning, Preparing and Serving Nutritious Foods

**Industry Standards and/or Competencies:**

**Total Learning Hours for Unit: 5**

- Identify the function and sources of nutrients in food
- Demonstrate food safety and sanitation procedures
- Demonstrate the ability to prepare nutritious meals
- Demonstrate the ability to serve nutritious meals

- Identify food-preservation methods
- Identify preparation techniques for preserving nutritional value in food
- Evaluate the nutritional information of various foods
- Identify grocery shopping strategies
- Describe strategies for healthy eating

### ALIGNED WASHINGTON STATE LEARNING STANDARDS

English Language Arts	<p><b>Integration of Knowledge and Ideas:</b> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem</p> <p><b>Research to Build and Present Knowledge:</b> 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p><b>Production and Distribution of Writing:</b> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above) 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Comprehension and Collaboration:</b> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>
Health Education	<p><b>Decision Making:</b> Predict potential short- and long-term outcomes of a personal health-related decision H5. W6. HS</p> <p><b>Goal Setting:</b> Implement strategies to achieve a personal health goal H6. W7. HS</p> <p><b>Nutritional Planning:</b> Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture H7. N6. HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors H6. N6. HS</p>
Educational Technology	<p><b>Knowledge Constructor:</b> 3.a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits 3.c. Student's curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions 3.d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions</p> <p><b>Computational Thinker:</b> 5.c. Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving</p> <p><b>Creative Communicator:</b> 6.a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6.b. Students create original works or responsibly repurpose or remix digital resources into new creations</p>

**21<sup>ST</sup> CENTURY SKILLS**

Check those that student will demonstrate in this course:

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b>  <input checked="" type="checkbox"/> Think Creatively  <input type="checkbox"/> Work Creatively with Others  <input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b>  <input checked="" type="checkbox"/> Reason Effectively  <input type="checkbox"/> Use Systems Thinking  <input type="checkbox"/> Make Judgments and Decisions  <input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b>  <input checked="" type="checkbox"/> Communicate Clearly  <input type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b>  <input type="checkbox"/> Access and /evaluate Information  <input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b>  <input type="checkbox"/> Analyze Media  <input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b>  <input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b>  <input type="checkbox"/> Adapt to Change  <input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b>  <input checked="" type="checkbox"/> Manage Goals and Time  <input type="checkbox"/> Work Independently  <input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b>  <input type="checkbox"/> Interact Effectively with Others  <input type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b>  <input type="checkbox"/> Manage Projects  <input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b>  <input type="checkbox"/> Guide and Lead Others  <input type="checkbox"/> Be Responsible to Others</p> <p><b>21<sup>st</sup> Century Interdisciplinary Themes</b>  <input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy  <input checked="" type="checkbox"/> Health Literacy</p>
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