

## Everett Public Schools Framework: Independent Living

<b>Course:</b> Independent Living	<b>Total Framework Hours:</b> 90 Hours
<b>CIP Code:</b> 190002	<b>Type:</b> Exploratory
<b>Career Cluster:</b> Human Services	<b>Date Last Modified:</b> Friday, January 23, 2015

### Resources and Standard used in Framework Development:

National Family and Consumer Science Education Standards

## Unit 1 GOALS AND VALUES

**Hours: 4**

### Performance Assessment(s):

Students will develop and make a strategic plans for their short and long-term goals based on their values. Students will do this through the following activities:

Life Puzzle Goal Timeline formative assessment (See Docushare Independent Living)

Summative Goal and Values Unit Quiz (See Docushare Independent Living)

### Leadership Alignment:

FCCLA Power of One Project, A Better You

### Standards and Competencies

- 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).
  - 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
  - 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
  - 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
  - 1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
  - 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.

### Aligned to Washington State Standards

#### Arts

### Communication - Speaking and Listening

Comprehension and Collaboration (11-12)

Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading Informational Text</u></p> <p><u>Key Ideas and Details (11-12)</u></p> <p>1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><u>Craft and Structure (11-12)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><u>Integration of Knowledge and Ideas (11-12)</u></p> <p>7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing (11-12)</u></p> <p><u>Production and Distribution of Writing</u></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>5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p><u>Research to Build and Present Knowledge</u></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><u>Range of Writing</u></p> <p>10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboratio

- ☒ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 2 CAREER AND COLLEGE PREPARATION	Hours: 15
<b>Performance Assessment(s):</b>	
<p>Students will investigate and plan for college and career readiness. Students will accomplish this with the completing the following activities: (See Docushare Independent Living)</p> <p>Career Interest Survey through WOIS</p> <p>Career Interest Educational Needs and Requirements through WOIS</p> <p>Career Path Interview assignment</p> <p>Job Application</p> <p>Career Resume</p> <p>Career Cover Letter</p> <p>Mock Interviewing Activity</p> <p>Income versus Education activities</p> <p>Planning for Higher Education</p> <p>Filling out the College Application</p> <p>Paying for Higher Education activities</p>	
<b>Leadership Alignment:</b>	
FCCLA Career Connection, Power of One "Working on Working"	
<b>Standards and Competencies</b>	
<p>1.2 Demonstrate transferable and employability skills in school, community and workplace settings.</p> <p>1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.</p> <p>1.2.2 Demonstrate job seeking and job keeping skills.</p> <p>1.2.3 Apply communication skills in school, community and workplace settings.</p> <p>1.2.4 Demonstrate teamwork skills in school, community and workplace settings.</p> <p>1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.</p> <p>1.2.7 Analyze factors that contribute to maintaining safe and healthy school, work and community environments.</p> <p>1.2.8 Demonstrate work ethics and professionalism.</p> <p>1.3 Evaluate the reciprocal effects of individual and family participation in community activities.</p> <p>1.3.1 Analyze goals that support individuals and family members in carrying out community and civic responsibilities.</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.2 Apply management principles to individual and family financial practices.</p> <p>2.6.4 Evaluate personal and legal documents related to managing individual and family finances.</p> <p>3.1 Analyze career paths within consumer service industries.</p>	

- 3.1.1 Explain roles and functions of individuals engaged in consumer service careers.
- 3.1.2 Analyze opportunities for employment and entrepreneurial endeavors.
- 3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.
- 13.1 Analyze functions and expectations of various types of relationships.
  - 13.1.1 Analyze processes for building and maintaining interpersonal relationships.
  - 13.1.5 Analyze processes for handling unhealthy relationships.
- 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
  - 13.2.1 Analyze the effects of personal characteristics on relationships.
  - 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
  - 13.3.1 Analyze communication styles and their effects on relationships.
  - 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
  - 13.3.3 Demonstrate effective listening and feedback techniques.
  - 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
  - 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
  - 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
  - 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.

### Aligned to Washington State Standards

#### Arts

#### Communication - Speaking and Listening

##### Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

#### Health and Fitness

#### Language

#### Mathematics

#### Reading

##### CC: Reading Informational Text

##### Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**Science**

**Social Studies**

Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (12) Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

**Writing**

CC: Writing (11-12)

2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

2a - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Production and Distribution of Writing

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

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.

Research to Build and Present Knowledge

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☒ Solve Problems

#### Communication and Collaboratio

- ☒ Communicate Clearly
- ☐ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☒ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 3 CONSUMERISM		Hours: 10
Performance Assessment(s):		
Students will learn the skills and strategies to being a smart consumer along with consumer rights. Students will accomplish this through the opportunities below. (See Docushare Independent Living)		
Protecting Yourself from Identity Theft and Fraud		
Consumer Complaint Letter		
Consumer Shopping Comparison project and presentation		
Summative Unit Quiz		
Leadership Alignment:		
FCCLA Power of One project		
Standards and Competencies		
<p>2.3 Analyze policies that support consumer rights and responsibilities.</p> <p>2.3.1 Analyze state and federal policies and laws providing consumer protection.</p> <p>2.3.2 Analyze how policies become laws relating to consumer rights.</p> <p>2.3.3 Analyze skills used in seeking information to consumer rights.</p> <p>2.5 Analyze relationships between the economic system and consumer actions.</p> <p>2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.</p> <p>2.5.3 Analyze economic effects of laws and regulations that pertain to consumers and providers of services.</p> <p>2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.</p> <p>3.1 Analyze career paths within consumer service industries.</p> <p>3.1.1 Explain roles and functions of individuals engaged in consumer service careers.</p> <p>3.1.3 Summarize education and training requirements and opportunities for career paths in consumer services.</p> <p>3.1.4 Analyze the effects of the consumer service industry on local, state, national, and global economies.</p> <p>3.2 Analyze factors that affect consumer advocacy.</p> <p>3.2.2 Analyze the contributions of policy makers to consumer advocacy.</p> <p>3.2.3 Demonstrate strategies that enable consumers to become advocates.</p> <p>3.2.4 Analyze the effects of consumer protection laws on advocacy.</p> <p>3.2.6 Analyze the role of media in consumer advocacy.</p> <p>3.2.7 Analyze the effects of business and industry policies and procedures on advocacy.</p> <p>3.2.8 Analyze the use of educational and promotional materials in consumer advocacy.</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
<p>2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>		



### Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

## **Health and Fitness**

## **Language**

## **Mathematics**

### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

3 - Construct viable arguments and critique the reasoning of others.

4 - Model with mathematics.

5 - Use appropriate tools strategically.

## **Reading**

### CC: Reading Informational Text

#### Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

#### Craft and Structure (11-12)

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#### Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## **Science**

## **Social Studies**

### Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

Econ 2.2: Understands how economic systems function.

Econ 2.3: Understands the government's role in the economy.

Econ 2.4: Understands the economic issues and problems that all societies face.

## **Writing**

### CC: Writing (11-12)

### Production and Distribution of Writing

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.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)

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.

### Research to Build and Present Knowledge

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.

### Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

#### **Creativity and Innovation**

- ☐ Think Creatively
- ☐ Work Creatively with Other
- ☐ Implement Innovations

#### **Creative Thinking and Problem Solving**

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☐ Solve Problems

#### **Communication and Collaboratio**

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### **Information Literacy**

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### **Media Literacy**

- ☒ Analyze Media
- ☒ Create Media Products

#### **Information, Communications, and Technology (ICT Literacy)**

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### **Flexibility and Adaptability**

- ☒ Adapt to Change
- ☒ Be Flexible

#### **Initiative and Self-Direction**

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### **Social and Cross-Cultural**

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### **Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

#### **Leadership and Responsibility**

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

**Unit 4 BUDGET AND FINANCE****Hours: 40****Performance Assessment(s):**

Students will gain sound money management and finance skills through a budget simulation project and various other learning opportunities listed below. (See Docushare Independent Living)

## Saving and Investing

- Setting Financial Goals
- Choose to Save Activity
- The Rule of 72 and Compound Interest
- Saving Tools
- The Fundamentals of Investing

## Earning

- Preparing for Higher Education
- Paying for Higher Education

## Summative Unit Quiz

## Managing Money

- Introduction to Depository Institutions
- Income and Expense Statements
- My Money Management Guide
- Spending Plans
- Statement of Financial Position
- The Basics of Taxes

## Spending and Borrowing

- Credit Card Basics
- Understanding Credit Cards
- Shopping for Credit
- Credit Reports and Scores
- Smart Consumer Spending
- Online Shopping
- Major Expenditures (House, Cars, Transportation and Food)
- Types of Insurance
- Life in the USA budget Simulation

## Distribution of Wealth

- Estate Planning

## Receiving and Protecting

- Receiving from Government Programs

**Leadership Alignment:**

FCCLA Power of One, A Better You

**Standards and Competencies**

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

- 1.1.1 Summarize local and global policies, issues, and trends in the workplace and community that affect individuals and families.
- 1.1.2 Analyze the effects of social, economic, and technological change on work and family dynamics.
- 1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.
- 1.1.4 Analyze potential effects of career path decisions on balancing work and family.
- 1.1.5 Define goals for life-long learning and leisure opportunities for all family members.
- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 2.5 Analyze relationships between the economic system and consumer actions.
  - 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
  - 2.5.2 Analyze individual and family roles in the economic system.
  - 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
  - 2.6.1 Evaluate the need for personal and family financial planning.
  - 2.6.2 Apply management principles to individual and family financial practices.
  - 2.6.3 Apply management principles to decisions about insurance for individuals and families.
- 3.3 Analyze factors in developing a long-term financial management plan
  - 3.3.1 Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
  - 3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.
  - 3.3.3 Analyze the effect of consumer credit in long-term financial planning
  - 3.3.4 Compare investment and savings alternatives.
  - 3.3.5 Analyze the effects of risk management strategies on long-term financial planning.
  - 3.3.6 Analyze the effect of key life transitions on financial planning
  - 3.3.7 Explain the role of estate planning in long-term financial planning.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Presentation of Knowledge and Ideas (11-12)

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### Health and Fitness

### Language

### Mathematics

#### CC: Mathematical Practices (MP)

- 1 - Make sense of problems and persevere in solving them.
- 2 - Reason abstractly and quantitatively.
- 3 - Construct viable arguments and critique the reasoning of others.

- 4 - Model with mathematics.
- 5 - Use appropriate tools strategically.
- 6 - Attend to precision.
- 7 - Look for and make use of structure.
- 8 - Look for and express regularity in repeated reasoning.

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### CC: Reading Informational Text

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## Social Studies

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#### Leadership and Responsibility

- ☒ Guide and Lead Others
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Unit 5 MOVING OUT (HOUSING)	Hours: 8
<b>Performance Assessment(s):</b>	
<p>See Docushare- Independent Living for the following:</p> <p>Roomates and Conflict resolution formative assessment</p> <p>Shopping for an apartment project</p> <p>Lease Agreement/Tenant Rights and Responsibilities formative assessment</p> <p>Summative Unit Quiz</p>	
<b>Leadership Alignment:</b>	
FCCLA Power of One project	
<b>Standards and Competencies</b>	
<p>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p> <p>1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.</p> <p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>1.3 Evaluate the reciprocal effects of individual and family participation in community activities.</p> <p>1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p>1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.</p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.</p> <p>2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p> <p>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>2.1.7 Apply consumer skills to decisions about recreation.</p> <p>2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.2 Apply management principles to individual and family financial practices.</p> <p>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4 Evaluate personal and legal documents related to managing individual and family finances.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.2 Analyze the effect of personal need on relationships.</p> <p>13.3 Demonstrate communication skills that contribute to positive relationships.</p> <p>13.3.1 Analyze communication styles and their effects on relationships.</p> <p>13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.</p> <p>13.3.3 Demonstrate effective listening and feedback techniques.</p>	

- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.4 Evaluate effective conflict prevention and management techniques.
  - 13.4.1 Analyze the origin and development of attitudes and behaviors regarding conflict.
  - 13.4.2 Explain how similarities and differences among people affect conflict prevention and management.
  - 13.4.3 Apply the roles of decision making and problem solving in reducing and managing conflict.
  - 13.4.4 Demonstrate nonviolent strategies that address conflict.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Presentation of Knowledge and Ideas (11-12)

4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

### Health and Fitness

### Language

### Mathematics

#### CC: Mathematical Practices (MP)

1 - Make sense of problems and persevere in solving them.

2 - Reason abstractly and quantitatively.

### Reading

#### CC: Reading Informational Text

##### Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

##### Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

##### Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Science

### Social Studies

#### Economics



Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (11) Analyzes the incentives for people's economic choices in the United States in the past or present.

2.1.1 (12) Analyzes how economic choices made by groups and individuals in the global economy can impose costs and provide benefits.

## Writing

CC: Writing (11-12)

### Production and Distribution of Writing

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.)

5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)

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.

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.

### Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

#### **Creativity and Innovation**

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### **Creative Thinking and Problem Solving**

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☒ Make Judgements and Decisions
- ☐ Solve Problems

#### **Communication and Collaboratio**

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### **Information Literacy**

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### **Media Literacy**

- ☐ Analyze Media
- ☒ Create Media Products

#### **Information, Communications, and Technology (ICT Literacy)**

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### **Flexibility and Adaptability**

- ☒ Adapt to Change
- ☒ Be Flexible

#### **Initiative and Self-Direction**

- ☒ Mange Goals and Time
- ☐ Work Independently
- ☐ Be Self-Directed Learners

#### **Social and Cross-Cultural**

- ☐ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### **Productivity and Accountability**

- ☒ Manage Projects
- ☒ Produce Results

#### **Leadership and Responsibility**

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 6 FOOD PREPARATION	Hours: 10
<b>Performance Assessment(s):</b>	
<p>Students will learn skills in successful meal planning, food preparation, and meal execution based on nutritional standards and guidelines. (See Docushare Independent Living for resources)</p> <p>Kitchen Safety and Sanitation Test</p> <p>Food Borne Illness and Sanitation Flier</p> <p>Planning a series of meals on a set budget formative assessment</p> <p>Students demonstrated knowledge in food preparation and prepare 5 labs.</p>	
<b>Leadership Alignment:</b>	
FCCLA- Student Body	
<b>Standards and Competencies</b>	
<p>1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).</p> <p>1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.</p> <p>1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.</p> <p>1.3 Evaluate the reciprocal effects of individual and family participation in community activities.</p> <p>1.3.4 Analyze community resources and systems of formal and informal support available to individuals and families.</p> <p>1.3.5 Analyze the effects of public policies, agencies, and institutions on the family.</p> <p>2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.</p> <p>2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.</p> <p>2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.</p> <p>2.1.3 Analyze decisions about providing safe and nutritious food for individuals and families.</p> <p>2.1.4 Apply consumer skills to providing and maintaining clothing.</p> <p>2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.</p> <p>2.1.6 Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.</p> <p>2.1.7 Apply consumer skills to decisions about recreation.</p> <p>2.1.8 Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members</p> <p>2.2 Analyze the relationship of the environment to family and consumer resources.</p> <p>2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.</p> <p>2.6.1 Evaluate the need for personal and family financial planning.</p> <p>2.6.2 Apply management principles to individual and family financial practices.</p> <p>2.6.3 Apply management principles to decisions about insurance for individuals and families.</p> <p>2.6.4 Evaluate personal and legal documents related to managing individual and family finances.</p> <p>13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.</p> <p>13.2.1 Analyze the effects of personal characteristics on relationships.</p> <p>13.2.2 Analyze the effect of personal need on relationships.</p> <p>13.2.3 Analyze the effects of self-esteem and self-image on relationships.</p> <p>13.2.4 Analyze the effects of life span events and conditions on relationships.</p> <p>14.1 Analyze factors that influence nutrition and wellness practices across the life span.</p>	

- 14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span
  - 14.2.1 Analyze the effect of nutrients on health, appearance, and peak performance.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
  - 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
  - 14.3.2 Design strategies that meet the health and nutrition requirements of individuals and families with special needs.
  - 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 14.4 Evaluate factors that affect food safety from production through consumption.
  - 14.4.1 Analyze conditions and practices that promote safe food handling.
  - 14.4.5 Analyze food borne illness factors, including causes, foods at risk, and methods of prevention commercially and by individuals and families.
  - 14.4.6 Analyze public dialogue about food safety and sanitation.

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

#### Presentation of Knowledge and Ideas (11-12)

- 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- 6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

### Health and Fitness

#### Health 2.3: Understands the concepts of prevention and control of disease.

- 2.3.1 Analyzes personal health practices, and how they affect communicable diseases.
- 2.3.2 Analyzes personal health practices, and how they affect non-communicable diseases.

#### Health 2.4: Acquires skills to live safely and reduce health risks.

- 2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.
- 2.4.2 Evaluates emergency situations, ways to prevent injuries, and demonstrates skills to respond appropriately and safely.

#### Health 3.1: Understands how family, culture, and environmental factors affect personal health.

- 3.1.1 Analyzes how family and cultural diversity enriches and affects personal health behaviors.
- 3.1.2 Analyzes how environmental factors impact health.
- 3.1.3 Evaluates environmental risks associated with certain occupational, residential, and recreational choices.

### Language

### Mathematics

### Reading

- CC: Reading Informational Text
- Key Ideas and Details (11-12)

1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

## Science

## Social Studies

### Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 (9-10) Analyzes how the costs and benefits of economic choices have shaped events in the world in the past or present.

2.1.1 (11) Analyzes the incentives for people's economic choices in the United States in the past or present.

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## Writing

### CC: Writing (11-12)

#### Production and Distribution of Writing

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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.

#### Research to Build and Present Knowledge

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.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Other
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☐ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboratio

- ☒ Communicate Clearly
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### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☐ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☒ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

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### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☒ Adapt to Change
- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Mange Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Other
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 7 CLOTHING SELECTION, CARE AND REPAIR		Hours: 3
Performance Assessment(s):		
Students will learn the skills to maintain, repair, and alter clothing through activities below. See Docushare Independent Living.		
Sewing a button assessment		
Executing a basic hem assessment		
Launder Techniques formative assessment		
Summative Unit Quiz		
Leadership Alignment:		
FCCLA Power of One		
Standards and Competencies		
16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.		
16.4.1 Demonstrate professional skills in using a variety of equipment, tools, and supplies for fashion, apparel, and textile construction, alteration, and repair.		
16.4.3 Use appropriate industry products and materials for cleaning, pressing, and finishing textile, apparel, and fashion products.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.		
<u>Presentation of Knowledge and Ideas (11-12)</u>		
4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.		
5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		
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Health and Fitness		
Language		
Mathematics		
Reading		
<u>CC: Reading Informational Text</u>		
<u>Key Ideas and Details (11-12)</u>		
1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		

### Craft and Structure (11-12)

4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

### Integration of Knowledge and Ideas (11-12)

7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

## **Science**

## **Social Studies**

### Economics

Econ 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

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2.1.1 (11) Analyzes the incentives for people's economic choices in the United States in the past or present.

## **Writing**

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#### Production and Distribution of Writing

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#### Research to Build and Present Knowledge

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.

#### Range of Writing

10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## 21st Century Skills

### LEARNING AND INNOVATION

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### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

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### LIFE AND CAREER SKILLS

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- ☒ Guide and Lead Others
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