

EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	Living On Your Own (#0591)	
Rationale:	Our complex society requires us to be informed consumers. The course, Living On Your Own, will enable students to become better prepared for the future beyond high school as family and career lives evolve.	
Course Description:	During the course students will have the opportunity to prepare for the future job market, as well as how to manage their money once they have a job. Students will also research the process of buying a car and renting/buying an apartment or house. They will become smart consumers and build a decision making process that can be used in their everyday lives. Finally, relationships, family relations and child rearing will be discussed in terms of financial and emotional implications.	
How Does This Course Align with or Meet State and District Content Standards	This course meets District standards and is aligned with State and National Family and Consumer Science Standards.	
Length of Course:	One year or One term at UMHS	
Grade Level:	11-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>10</u>	<input type="checkbox"/> College Prep
	<input checked="" type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements	<input checked="" type="checkbox"/> Elective <input checked="" type="checkbox"/> Career Technical
Prerequisites:		
Department(s):	Home Economics Careers and Technology (HECT) Family and Consumer Science (FACS)	
District Sites:	EDHS, ORHS, PHS, UMHS	
Board of Trustees Adoption Date:	April 14, 2009	
Textbooks / Instructional Materials	Creative Living Skills , Glencoe/McGraw Hill, Goar, Ortiz, Garrett, Lamm, 2006 – 8 th Edition, ISBN: 0-07-861581-X	
Date Adopted by the Board of Trustees:	June 23, 2009	

Course description that will be in the Course Directory:

During the course students will have the opportunity to prepare for the future job market, as well as learn how to manage their money once they have a job. Students will also research the process of buying a car and renting/buying an apartment or house. They will become smart consumers and develop a decision-making process that can be used in their everyday lives. Finally, relationships, family relations and child rearing will be discussed in terms of financial and emotional implications.

Essential Career Skills Gained By Units

Career Planning and Management

- Understands the roles of professional organizations, industry associations and organized labor
- Applies strategies for self-promotion in the hiring process including: job application, resume writing, interviewing skills, and portfolio building
- Able to apply employability skills and professionalism to the workplace

Interpersonal Skills for Individuals and Families

- Demonstrates effective communication skills that build positive relationships
- Knows communication strategies and resources that can help in conflict management

Stages of Human Development

- Knows needs, problems and adjustments associated with life changes
- Can determine special needs of clients and identify resources

Crises Affecting Individuals and Families

- Ability to provide information for individuals and families when seeking professional help
- Knows various types of substance abuse
- Can identify community resources and support systems for individuals with substance abuse
- Can maintain accurate personal and family health histories

Personal Financial Management

- Knows credit terminology, credit ratings and sources, costs of credit, and risks and benefits of credit
- Knows financial management terms
- Able to interpret a wage statement and apply the information to develop a budget
- Knows various types of income tax return forms and define tax related terminology

Housing Decisions

- Knows landlord and tenant rights and responsibilities and interpret the components of a lease agreement
- Able to research public and private resources available to help in planning the modification of living environments to ensure universal access

Consumer Rights and Responsibilities

- Knows the consumer rights and responsibilities
- Can analyze government regulations and ways in which these affect local, state, and national economics
- Knows the laws that regulate advertising

Management of Personal, Family and Work Responsibilities

- Ability to describe the management process as it applies to personal, family, and work life
 - Applies management skill, including negotiation, to home and work life

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UNIT/STANDARD # : Career Planing and Mangagement

LEARNING OUTCOME : Students understand how to make effective decisions, use career information, and manage personal career plans.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will understand how to make effective decisions, use career information, and manage personal career plans.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Interview Portfolio ➤ Mock Interviews ➤ Career Exploration ➤ Industry Guest Speakers/Experts 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Interview Portfolio ➤ Passing Mock Interview ➤ Reflection of Learning ➤ Written Report 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Reevaluate and Re-teach ➤ Choice of Extended Learning Options ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects ➤ <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning's

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Foundation Standards: 3.0 Career Planning and Management

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.2 Understand the scope of career opportunities and know the requirements for education, training, and licensure.
- 3.3 Develop a career plan that is designed to reflect career interests, pathways, and postsecondary options.
- 3.4 Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.
- 3.5 Understand the past, present, and future trends that affect careers, such as technological developments and societal trends that affect careers, such as technology.
- 3.6 Know important strategies for self-promotion in the hiring process, such as a job application, resume writing, interviewing skills, and preparation of a portfolio.
- 3.7 Understand the impact of the economic environment on the arts industry.
- 3.8 Understand the use of contracts in the arts industry and the principles and responsibilities of working as an independent contractor, including budgeting, project planning, advertising and marketing strategies.

Standard 40: Career Awareness, Planning and Management (ECDFS – F3, FID – F3, HTR – F3)

- 40.1 Identify the relationships of the content areas for consumer and family studies to the home economics related career pathways.
- 40.2 Describe career pathways and strategies for obtaining employment and advancing in various pathways.
- 40.3 Research the benefits, educational requirements, work requirements, and costs for preparing for employment in a home economics careers and technology related field including teaching in California.
- 40.4 Apply job search and acquisition skills such as preparing job applications, resumes, and career portfolios.
- 40.5 Define and describe employability skills and professionalism.
- 40.6 Describe the expectations of employers, job-related responsibilities, positive work habits, work ethics, and ethical behavior.
- 40.7 Evaluate dress, grooming, and personal hygiene appropriate for various job situations
- 40.8 Analyze skills needed to work effectively and efficiently as a supervisor or employee.
- 40.9 Describe and practice behaviors and attitudes and contribute to success in job retention and promotion.
- 40.10 Define ways in which employees may have to adapt to changes in the workplace.

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UNIT/STANDARD # : Interpersonal Skills for Individuals and Families

LEARNING OUTCOME : Students understand and apply interpersonal skills required to interact effectively with individuals and families.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand and apply interpersonal skills required to interact effectively with individuals and families.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Role Playing ➤ Guest Speakers for Social Services ➤ Study diversity in families of different cultures. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Ability to handle conflict resolution in a positive manner. ➤ Reflection of learning from guest speakers. ➤ Report on cultural differences in families. 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Reevaluate and Re-teach ➤ Choice of Extended Learning Options ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Family and Human Services Pathway - D8.0

D8.1 – Know the strategies that promote positive interaction between individuals, families, and agencies.

D8.2 – Understand effective ways to communicate and interact with culturally diverse individuals and families, such as using mediation, conflict resolution, and decision-making skills.

D8.3 – Understand effective ways to teach individuals and families communication, mediation, conflict –resolution, and decision-making skills.

Personal Development and Positive Relationships – Standard 12 (ECDFS – F10.10)

12.4 – Describe how common values and goals promote positive lasting relationships.

12.5 – Demonstrate how effective and nonverbal communication skills build positive relationships, enhance self-esteem, and increase respect for others.

12.6 – Describe communication strategies and resources that help individuals manage conflicts and crises in order to build successful relationships.

12.9 – Describe the stages in the development of personal relationships.

12.10 – Describe responsible and irresponsible behaviors and their effect on relationships.

12.11 – Analyze the influence of the media in shaping attitudes and behaviors.

12.14 – Analyze the meaning and responsibilities of commitment to one person in marriage.

12.15 – Explain the areas of adjustment for a successful marriage.

12.16 – Analyze the impact of parenthood on relationships.

Personal Health – Standard 37 (ECDFS – F10.13)

37.3 – Identify symptoms of illness and infections.

Communicable and Non-communicable Infections and disease – Standard 38 (ECDFS – F10.14)

38.1 - Define communicable and non-communicable infections and disease.

38.2 – Identify basic procedures to care for individuals with infections and disease.

38.3 – Describe universal health precautions and responsible behaviors for the prevention and control of common infections and diseases

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UNIT/STANDARD # : Stages of Human Development

LEARNING OUTCOME : Students understand the stages of human development and the related needs of individuals and families.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students will understand the stages of human development and the related needs of individuals and families.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Journaling ➤ Guest Speaker from Mental Health Industry ➤ Projects – Life Span ➤ Interviews with Health Industry ➤ Interview Family Members 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of assignments ➤ Reflection on interview and report back on outcomes ➤ Understanding of Life Cycle 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate and Re-teach ➤ Give optional assignments for re-learning. ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning's

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Family and Human Services Pathway – D5.0

D5.1 – Understand the characteristics and changing needs of the various stages of development throughout the life span.

D5.2 – Know common needs, problems, and adjustments associated with life changes.

D5.3 – Understand the behaviors and resources that foster the well-being of individuals and families.

D5.4 – Understand the ways in which to enhance the emotional health of individuals and families.

D5.5 – Know how to determine the special needs of clients and identify resources and agencies that provide services.

Contributions of the Family – Standard 11 (ECDFS – F10.9)

11.1 – Explain the function of the family in providing an nurturing environment for its members and its influence on self-esteem, values, and relationships.

11.2 – Describe socioeconomic and cultural influences on the family.

11.3 – Analyze the differences in family structures and their effect on society.

11.4 – Describe roles and responsibilities assumed by family members and explain the consequences when individuals neglect these responsibilities.

11.5 – Analyze traditional and nontraditional roles and responsibilities of family members by comparing the families of past generations with contemporary families.

11.6 – Describe the importance of personal and family involvement in the community and ways for individuals to contribute to their community.

Major Life Changes – Standard 13 (ECDFS – F10.11)

13.1 – Describe the common major life changes, issues, and adjustments that individuals encounter during the life cycle.

13.2 – Summarize adjustments required as family structures change and analyze factors that facilitate the adjustments.

13.3 - Describe the changes that occur in the aging process, the special needs of the aged, and the way those needs may be met by family members and community agencies.

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UNIT/STANDARD # : Crises Affecting Individuals and Families

LEARNING OUTCOME : Students understand common problems and crises affecting individuals and families:

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Students will understand common problems and crises affecting individuals and families.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Guest Speakers ➤ Video ➤ Study of different types of addictions (gambling, food, etc.) ➤ Study of different types of substance abuse (illegal and prescription drugs) 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Journal Reflection ➤ Discussion ➤ Reports on Addiction ➤ Chart/Poster of Substance Abuse 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate and Re-teach ➤ Guest Speakers ➤ Videos ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning Opportunities ➤ Interviews with Industry Workers

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Family and Human Services Pathway – D11.0

11.1 – Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.

11.2 – Know how to identify behaviors that require intervention and outside assistance.

11.3 – Know how to provide the information that individuals and families need to make decisions about seeking professional help.

Conflicts and Crises – Standard 14 (ECDFS – F10.2)

14.1 – Assess personal attributes and available resources for coping with conflicts and crises.

14.2 – Apply strategies for coping with personal, social, and work-related conflicts and crises.

14.3 – Explain the effects of positive and negative stress factors on psychological and physiological well-being.

14.4 – Explain current laws relating to marriage, parenthood, death, and dissolution of marriage.

Personal Health – Standard 37 (ECDFS – F10.13)

37.1 – Define health and identify the characteristics of a healthy person.

37.2 – Explain the relationships of exercise, rest, and good nutrition to physical fitness, job performance, and health.

37.3 – Identify symptoms of illness and infections.

37.4 – Maintain accurate personal and family health histories.

37.6 – Analyze self-esteem and its relationship to mental wellness through the life cycle.

37.7 – Define emotions and explain the relationship of managing emotions to maintaining physical and mental health.

37.8 – Evaluate the need for and use strategies to build self-esteem through the life cycle.

37.9 – Describe and compare how positive and negative attitudes and stress affect behavior and health.

37.10 – Describe stress, stress reduction techniques, and stress management and determine ways to minimize stressful situations.

37.19 – Compare appropriate and inappropriate ways to express emotions.

37.20 – Describe various types and consequences of substance abuse.

37.21 – Identify resources that provide support systems for substance abusers or abused individuals.

37.22 – Define and recognize types of manipulative behavior as well as pressures exerted by peers and media and describe strategies for prevention and management.

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UNIT/STANDARD # : Personal Financial Management

LEARNING OUTCOME : Students understand personal financial management and its effects on the economy and career, personal, and family goals.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand personal financial management and its effects on the economy and career, personal, and family goals.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Budget Book ➤ Guest Speakers from industry ➤ Tax Forms Filled Out ➤ Keep a checking register ➤ Terminology - Definitions 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Terminology Quiz ➤ Completion of Budget Book ➤ Reflection on Guest Speakers ➤ Balancing Check Book 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate and Re-teach ➤ Computer Simulations of Budgeting ➤ Extended Learning's ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects

			<p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow Day ➤ Extended Learning's
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Content Area Standards (Please identify the source)

<p>The students will demonstrate mastery of the following content standards:</p> <p>Consumer Services Pathway 11.0</p> <p>B11.1 – Analyze budgets for a variety of individuals and families in accord with estimated income, needs, desires, goals, and lifestyles.</p> <p>B11.2 – Understand the effects of short-term and long-term financial plans on consumer decisions.</p> <p>B11.3 – Know credit terminology, credit ratings and sources, costs of credit, and risks and benefits of credit.</p> <p>B11.4 – Understand the ways in which to resolve credit issues and explain the effect of credit issues on the consumer and the economy.</p> <p>B11.5 – Understand the costs of bankruptcy to the individual, the consumer, the institution, and the economy.</p> <p>B11.6 – Analyze various types of investments and risk-management programs.</p> <p>Financial Management and Services – Standard 9 (ECDFS – F10.7)</p> <p>9.1 – Define basic financial management terms.</p> <p>9.2 – Identify steps in developing budgets based on estimated income, needs, wants, goals, and lifestyles.</p> <p>9.3 – Compare factors that influence the use of credit.</p> <p>9.4 – Demonstrate how to complete deposit slips, write checks, balance checkbook accounts, and reconcile bank statements.</p> <p>9.5 – Interpret a wage statement and apply the information to develop a budget.</p> <p>9.6 – Examine changing patterns of earning, spending, saving and investing during the life cycle.</p> <p>9.7 – Identify and evaluate different types of systems for keeping financial records.</p> <p>9.8 – Identify various types of income tax return forms and define tax related terminology.</p> <p>9.10 – Evaluate information about available financial services,</p> <p>9.11 – Compute the cost of credit and compare various sources of credit.</p> <p>9.12 – Related the effective use of loans to the ability to achieve short – and long-term goals.</p> <p>9.13 – Determine a plan to achieve financial goals using financial services as appropriate.</p> <p>9.14 – Examine savings and investment plans to meet goals at various stages of the life cycle.</p> <p>9.15 – Identify and evaluate insurance needs at various stages of the life cycle.</p>

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UNIT/STANDARD # : Housing Decisions

LEARNING OUTCOME : Students understand the factors that influence housing decisions.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Students understand the factors that influence housing decisions.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Internet Search for Homes ➤ Guest Speakers ➤ Budget Book ➤ Project ➤ Terminology 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Budget Book ➤ Reflection of Guest Speaker ➤ Finding a home and apartment (Internet Search) ➤ Completion of Buying a Home Project 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning and re-teach. ➤ Invite Guest Speakers for clarification. ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Job Shadow ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Foundation Standards: 10.0 Technical Knowledge and Skills (Consumer and Family Studies) – Fashion and Interior Design Sector

10.7 – Understand the factors that influence housing decisions.

Housing Decisions – Standard 33 (FID – F10.7)

33.1 – Identify and evaluate housing alternatives and the factors that influence housing decisions.

33.2 – Identify and compare housing requirements for individuals and families to ensure universal access.

33.3 – Identify the factors and explain the process for determining the percentage of income appropriate for housing costs.

33.4 – Compare the advantages and disadvantages of home ownership and home rental.

33.5 – Investigate and compare the cost of home purchase contracts and financing options.

33.6 – Research landlord and tenant rights and responsibilities and interpret the components of a lease agreement.

33.7 – Evaluate the advantages and disadvantages of shared housing.

33.8 – Compare the advantages and disadvantages of remodeling a home with relocation to another dwelling.

33.9 – Research public and private resources available to help in planning the modification of living environments to ensure universal access.

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UNIT/STANDARD # : Consumer Rights and Responsibilities

LEARNING OUTCOME : Students understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Computer Simulations ➤ Internet Research ➤ Guest Speakers ➤ Consumer Laws/Rights Posters 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Passing grade on computer simulations ➤ Reflection on Guest Speakers ➤ Completion of Internet Research ➤ Presentation of Posters 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate student learning and re-teach if needed. ➤ Students complete different computer simulations. ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects

			<p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning Opportunities
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Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Foundation Standards: 10.0 Technical Knowledge and Skills (Consumer and Family Studies) – Education, Child Development, and Family Services Industry Sector

10. 8 - Students understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

Consumer Rights and Responsibilities – Standard 10 (ECDFS – F10.8)

10.1 – Explain consumer rights and responsibilities.

10.2 – Analyze acceptable and ethical consumer practices and behaviors.

10.3 – Identify and analyze consumer protection laws, agencies, services, and procedures for solving consumer problems.

10.4 – Assess legal responsibilities and obligations when credit contract has been signed.

10.5 – Examine ways consumer advocated and volunteer groups affect consumer choices and laws.

10.6 – Explain ways consumer laws that regulate individual, corporate, and business practices and behavior.

10.7 – Identify the purposes for which taxes are collected at the local, state, and federal levels.

10.8 – Analyze the consequences of consumer legislation on consumers, business, and the economy.

10.9 – Describe the impact of fiscal and monetary policy on individuals, families, and the community,

10.10 – Assess key indicators of economic performance through the use of charts, graphs, and other tools of analysis.

10.11 – Analyze government regulations and ways in which these affect local, state, and national economies.

10.12 – Examine the impact of laws that regulate advertising.

10.13 – Identify factors that determine supply and demand

10.14 – Analyze the effects of increases and decreases in supply and demand on price and quantity.

10.15 – Describe ways in which competition affects the quantities and prices of goods and services available to consumers.

10.16 – Analyze economic relationships that exist between households and businesses in a market economy.

10.17 – Recognize the characteristics of competitive and noncompetitive market structures and assess their impact on consumer choices.

10.18 – Compare the effects of inflation, recession, and unemployment on businesses, individuals, families, and communities.

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UNIT/STANDARD # : Management of Personal, Family and Work Responsibilities

LEARNING OUTCOME : Students understand the strategies that enable persons to manage and balance, personal, family, and work responsibilities to enhance productivity and attain a quality of life.

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.</p>	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> ➤ Journal Reflection ➤ Guest Speaker ➤ Balancing Your Life Project ➤ Textbook Learning ➤ Interview Professional Workers on balancing personal, family and work responsibilities. 	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <ul style="list-style-type: none"> ➤ Completion of Journal ➤ Reflection on Interview ➤ Passing grade on textbook reflection questions ➤ Summary of Guest Speaker presentation 	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <ul style="list-style-type: none"> ➤ Evaluate students learning and re-teach ➤ Evaluate Student Learning ➤ Re-Teach areas of weakness ➤ Video/Computer Learning ➤ More time on tests ➤ Use of the learning resource center ➤ Tutorial time ➤ After school tutoring ➤ Contact parents/counselors ➤ Extended time on projects <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> ➤ Extended Learning Opportunities

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

Foundation Standards: 10.0 Technical Knowledge and Skills (Consumer and Family Studies) – Education, Child Development, and Family Services Industry Sector

10.15 - Understand the strategies that enable persons to manage and balance personal, family, and work responsibilities to enhance productivity and attain a quality of life.

Management of Personal, Family and Work Responsibilities – Standard 41

41.1 – Describe and relate the management process to a balanced personal, family, and work life.

41.2 – Apply management skills, including negotiation, to home and work life.

41.3 – Examine various roles and expectations that influence the ability to balance personal, family and work life.

41.4 – Explain ways in which technology affects personal, family, and work life and evaluate its use in managing and balancing responsibilities.

41.5 – Apply and use the decision-making process to resolve situations with a potential for conflict and stress.

41.6 – Analyze ways to integrate personal and family needs, values, and goals.