

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Independent Living Skills (#0817)

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- 1.0 Academics
- 2.0 Communications
- 3.0 Career Planning and Management
- 4.0 Technology
- 5.0 Problem Solving and Critical Thinking
- 6.0 Health and Safety
- 7.0 Responsibility and Flexibility
- 8.0 Ehtics and Legal Responsibilities
- 9.0 Leadership and Teamwork
- 10.0 Technical Knowledge and Skills
- 11.0 Demonstration and Application

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #1: Personal Finance Management

LEARNING OUTCOME: Students will understand basic money concepts and will be able to perform money/banking related tasks.

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>a. Count money and make correct change</p> <p>b. Set up and stay on budget</p> <p>c. Understand realistic banking documents, procedures and banking transactions</p> <p>d. Understand credit and how to use responsibly</p> <p>e. Understand and demonstrate the concepts of comparison shopping.</p> <p>f. Understand different kinds of taxes and deductions</p> <p>g. Demonstrate how to calculate the sale price of a given item</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Manipulate real and “play” money</p> <p>b. Use classroom economy for rewards or purchases</p> <p>c. Complete a simulated budget, included bill paying and due dates</p> <p>d. Visit a bank</p> <p>e. Role-playing</p> <p>f. Fill out financial applications and forms</p> <p>g. Real and simulated activities</p> <p>h. Classroom games</p> <p>i. Interview a thrift store volunteer/employee</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work and projects</p> <p>c. Skill assessments</p> <p>d. Chapter/Unit tests</p> <p>e. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don’t learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p> <p>5. What will we do if students already know it?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p>

Content Area Standards (Please identify the source)

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Unit #1: Personal Finance Management

Academics

1.1 Mathematics/Number Sense (Grade seven):

- (1.3) Convert fractions to decimals and percents and use these representations in estimations, computations, and applications.
- (1.6) Calculate the percentage of increases and decreases of a quantity.
- (1.7) Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.

1.1 Mathematics/Mathematical Reasoning (Grade seven):

- (1.1) Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritizing information, and observing patterns.
- (2.1) Use estimation to verify the reasonableness of calculated results.

Education, Child Development, and Family Services Industry Sector

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

- 10.6 Understand the process of making consumer decisions, including the comparison of goods and services.
- 10.7 Understand how to manage financial resources to achieve personal and family goals.
- 10.8 Understand consumer resources, rights, and responsibilities and their relationship to the various levels of the economy.

11.0 Demonstration and Application

- B11.1 Analyze budgets for a variety of individuals and families in accord with estimated income, needs, desires, goals, and lifestyles.
- B11.3 Know credit terminology, credit ratings and sources, costs of credit, and risks and benefits of credit.
- B11.4 Understand the ways in which to resolve credit issues and explain the effect of credit issues on the consumer and the economy.

Finance and Business Industry Sector

11.0 Demonstration and Application

- A4.2 Know cash management techniques.
- B1.1 Employ technical skills to perform teller functions, data processing functions, new-account functions, and lending functions.
- B1.2 Understand the nature and demands of professionalism in working relationships with customers and employees.
- B1.3 Demonstrate basic selling techniques to assist customers in making an informed buying decision.
- B2.1 Know basic banking concepts and terms.
- B2.3 Understand the role of organizational, time-management, and multitasking skills.
- B3.2 Know the procedures necessary to adhere to banking regulations.
- C1.1 Create a budget to calculate long-term projections.
- C2.1 Use basic concepts of financial analysis to interpret financial statements.
- C4.1 Know the appropriate uses of basic types of insurance policies.
- C4.2 Understand the ways in which insurance reduces risk.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: Independent Living Skills (#0817)

UNIT/STANDARD #: Unit #2: Household Management

LEARNING OUTCOME: Students will understand basic household management procedures and concepts.

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> <ul style="list-style-type: none"> a. Identify appropriate realistic housing options b. Know how to search for housing c. Set up and organize a household d. Manage household maintenance e. Understand the use of insurance f. Demonstate how to use basic cleaning appliances, products and tools g. Demonstrate how to wash and dry clothing h. Demonstrate how to iron, mend, and store clothing i. Understand how to read and interpret a clothing care label 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Collect information on local housing b. Find housing using guides, internet, etc. c. Make shopping lists of items needed. d. Use "Do-it-Yourself" books e. Perform simple maintenance tasks f. Interview an apartment manager g. Role-playing h. Classroom activities i. Sort and maintain similar products and items in an organized manner j. Demonstrate steps for operating a washing machine and clothes dryer k. Find the cost of having clothes dry cleaned l. Visit a dry cleaner m. Visit a coin-operated Laundromat n. Wash and dry a load of clothing o. Practice sewing buttons, mending clothing p. Compile a book of helpful cleaning hints 	<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"> a. Evaluate written assignments b. Evalute completed work and projects c. Skill assessments d. Chapter/Unit tests e. Alternate forms of assessment per student IEP needs f. Observations 	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Extended learning activities b. Move to next higher level of same standard or skill c. Reassess student skill level and place appropriately

Content Area Standards (Please identify the source)

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Unit #2: Household Management

Education, Child Development, and Family Services Industry Sector

2.0 Communications

2.2 Writing

(2.5) Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.4 Listening and Speaking

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect

4.0 Technology

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

6.0 Health and Safety

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

10.6 Understand the process of making consumer decisions, including the comparison of goods and services.

10.7 Understand how to manage financial resources to achieve personal and family goals.

EL DORADO UNION HIGH SCHOOL DISTRICT

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Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #3: Personal Care Management

LEARNING OUTCOME: Students will understand and demonstrate the importance of caring for personal needs.

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>a. Demonstrate knowledge and importance of physical fitness, weight management, nutrition, and personal appearance</p> <p>b. Exhibit proper grooming, dress, and hygiene</p> <p>c. Exhibit knowledge of common illnesses, prevention, and treatment</p> <p>d. Practice personal safety</p> <p>e. Describe first aid procedures/techniques</p> <p>f. Recognize symptoms of illness</p> <p>g. Will demonstrate how to schedule personal appointments</p> <p>h. Describe the purpose of medicines</p> <p>i. Describe how drugs affect the body</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Complete personal surveys</p> <p>b. Use Food Guide Pyramid to choose healthy foods</p> <p>c. Participate in role-play</p> <p>d. Interview/visit doctors/dentists</p> <p>e. Participate in first-aid demonstration</p> <p>f. Interview a school nurse</p> <p>g. Keep personal journal on hygiene, etc.</p> <p>h. Talk to a cancer survivor</p> <p>i. Do self-assessment on self-care/hygiene</p> <p>j. Complete phone book activities</p> <p>k. Medical insurance forms/applications</p> <p>l. Interview a social worker</p> <p>j. Skits</p> <p>k. Schedule personal appointments (simulated or real)</p> <p>l. Internet activities related to caring for personal needs.</p> <p>m. Choose appropriate clothing for setting (e.g., professional, school, casual, warm weather, cold weather, etc.), via internet, field trip to clothing store, etc.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work and projects</p> <p>c. Skill assessments</p> <p>d. Chapter/Unit tests</p> <p>e. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p> <p>5. What will we do if students already know it?</p> <p>a. Extended learning activities</p> <p>b. Move to next higher level of same standard or skill</p> <p>c. Reassess student skill level and place appropriately.</p>

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Unit #3: Personal Care Management

Education, Child Development, and Family Services Industry Sector

6.0 Health and Safety

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.
- 6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

- 10.12 Understand strategies and resources for managing conflicts and crises.
- 10.13 Understand the importance of wellness and safety to individual and family health and well-being.
- 10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.

11.0 Demonstration and Application

- A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.
- A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.
- A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.
- A9.5 Know how to recognize, describe, and report signs and symptoms of illness, injury, discomfort, or special needs in infants, toddlers, and children.
- A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.
- C4.4 Understand the typical hazards at the work site and know the procedures and practices that contribute to a safe and healthy environment.
- C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.
- C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.
- C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.
- C8.4 Know the common indicators of nutrition-related disorders and diseases.
- D1.2 Understand the ways in which agencies and organizations provide family and human services.
- D7.1 Understand how to establish and promote good safety habits for all ages.
- D7.3 Understand the causes and prevention of common accidents and injuries. D7.4 Know the correct procedures for dealing with emergencies and disasters. D7.5 Understand the procedures that prevent the spread of illnesses, infections, and diseases, including blood-borne pathogens. D7.6 Understand the specific health considerations of persons with disabilities.
- 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.
- D9.1 Understand the concept of positive guidance and its benefits to persons across the life span.
- D9.2 Know positive guidance techniques that are appropriate for clients and that promote independence.
- D9.3 Understand possible causes of behavior problems and conflict and suggest solutions, including behavior modification.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

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Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #4: Safety and Sanitation Management

LEARNING OUTCOME: Students understand the basic principles of food safety and sanitation and the proper techniques for preparing and serving food.

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> <ul style="list-style-type: none"> a. Understand kitchen safety and sanitation b. Demonstrate how to maintain sanitized food preparation area c. Demonstrate proper food storage 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Interview a nutritionist, nurse or health care professional b. Study food labels c. Study additives in foods 	<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"> a. Evaluate written assignments b. Evaluate completed work and projects c. Skill assessments d. Chapter/Unit tests e. Alternate forms of assessment per student IEP needs f. Observations 	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format. <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format.

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Unit #4: Safety and Sanitation Management

Education, Child Development, and Family Services Industry Sector

6.0 Health and Safety

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

11.0 Demonstration and Application

A9.1 Know the procedures to clean a facility that follow a logical sequence and universal health precautions.

A9.2 Understand the procedures for preventing the spread of infections and illnesses, including those for food-borne pathogens.

A9.3 Understand the appropriate sanitation and hygiene techniques for infants, toddlers, children, and staff.

A9.4 Know the proper procedures to follow when preparing and serving nutritional snacks and meals, including those that foster independent eating practices and promote good nutrition and hygiene habits.

C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.

C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.

C8.4 Know the common indicators of nutrition-related disorders and diseases.

D7.1 Understand how to establish and promote good safety habits for all ages.

D7.2 Know the procedures for basic first aid and cardiopulmonary resuscitation (CPR) for infants, children, and adults.

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UNIT/STANDARD #: Unit #5: Food Preparation and Meal Management

LEARNING OUTCOME: Students will understand the principles of food purchasing, food preparation, and meal management in a variety of settings.

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> <ul style="list-style-type: none"> a. Demonstrate understanding of basic nutrition b. Investigate healthy eating/snacking choices c. Demonstrate food purchasing skills d. Demonstrate basic food preparation techniques (e.g., washing, peeling, cutting, grating, etc.) e. Plan and prepare balanced meals f. Make a shopping list g. Understand and demonstrate shopping and store etiquette h. Understand use of coupons and advertised sales i. Demonstrate the ability to read a recipe j. Understand and demonstrate accurate measuring techniques (e.g., measure 1/2 c., 1 teaspoon, liquid vs. dry, etc.) k. Select appropriate utensils for food preparation, cooking or baking task 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Use Food Guide Pyramid to choose healthy food b. Keep personal journal about personal eating habits c. Study restaurant nutritional information, including fast-food restaurants d. Interview a nutritionist, nurse, or health care professional, etc. e. Study food labels f. Study additives in foods g. Find out calorie intake for their age, etc. h. Make a cookbook of favorite foods i. Plan meals for student/their families j. Follow and prepare a basic recipe k. Visit grocery store to buy food l. Visit a restaurant m. Order a meal at a restaurant (simulated or real) n. Understand and demonstrate restaurant etiquette o. Calculate and pay a bill, including tip 	<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"> a. Evaluate written assignments b. Evaluate completed work and projects c. Skill assessments d. Chapter/Unit tests e. Alternate forms of assessment per student IEP needs f. Observations 	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format. <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format.

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Unit #5: Food Preparation and Meal Management

Education, Child Development, and Family Services Industry Sector

4.0 Technology

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

5.0 Problem Solving and Critical Thinking

5.3 Use critical thinking skills to make informed decisions and solve problems.

5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

11.0 Demonstration and Application

C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.

C8.4 Know the common indicators of nutrition-related disorders and diseases.

D6.1 Know the strategies that promote good health practices for all ages.

D6.2 Plan and prepare snacks and meals that meet the dietary needs of persons, including those with special dietary needs, by using sanitary and safe food-handling procedures.

D6.3 Evaluate foods in terms of their economic and nutritional value.

D6.4 Plan exercise activities that are enjoyable, safe, and appropriate for the individual needs of clients.

D6.5 Know how to recognize and describe signs and symptoms of illness and discomfort.

D7.1 Understand how to establish and promote good safety habits for all ages.

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Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #6: Accessing Recreational Facilities and Engaging in Leisure Activities

LEARNING OUTCOME: Students will understand the value of recreation and leisure and will know how to access recreational facilities and participate in leisure activities.

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>a. Identify available community resources</p> <p>b. Be able to choose and plan activities</p> <p>c. Demonstrate knowledge of the value of recreation</p> <p>4. Engage in group and individual activities</p> <p>5. Plan vacation time</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Research local community resources</p> <p>b. Use the internet or phone book for park and recreation</p> <p>c. Identify clubs and organizations on campus</p> <p>d. Participate in local activities</p> <p>e. Develop a vacation plan for the family</p> <p>f. Keep a journal of family activities</p> <p>g. Participate in board games, interactive computer games, crossword puzzles, word searches, complete jigsaw puzzles, etc.</p> <p>h. Role playing</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work and projects</p> <p>c. Skill assessments</p> <p>d. Chapter/Unit tests</p> <p>e. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p> <p>5. What will we do if students already know it?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p>

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Unit #6: Accessing Recreational Facilities and Engaging in Leisure Activities

Education, Child Development, and Family Services Industry Sector

2.0 Communications

2.2 Writing

(2.5) Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

2.4 Listening and Speaking

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.

4.0 Technology

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

5.0 Problem Solving and Critical Thinking

5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 Health and Safety

6.2 Understand critical elements of health and safety practices related to storing, cleaning, and maintaining tools, equipment, and supplies.

7.0 Responsibility and Flexibility

7.3 Understand the need to adapt to varied roles and responsibilities.

7.4 Understand that individual actions can affect the larger community.

9.0 Leadership and Teamwork

9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

10.6 Understand the process of making consumer decisions, including the comparison of goods and services.

10.13 Understand the importance of wellness and safety to individual and family health and well-being.

10.14 Understand how to prevent and control infection and disease to produce the optimum health of individuals and families.

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.

11.0 Demonstration and Application

B10.5 Compare features, benefits, prices, product information, styles, and performance of goods.

C12.1 Know the purposes of after-school and recreational activities.

C12.2 Understand the important components and typical age-appropriate or ability-appropriate activities of various after-school and recreational programs.

D12.1 Understand the value of social, recreational, and educational activities for all ages.

D12.2 Know the processes for evaluating the appropriateness of facilities and community resources for social, recreational, and educational activities.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #7: Personal Awareness and Social Responsibility

LEARNING OUTCOME: Students will achieve self-awareness through self-advocacy while demonstrating socially responsible behavior.

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> <ul style="list-style-type: none"> a. Understand self-awareness b. Understand Social-Emotional and Mental Health c. Understand consequences of negative actions/choices d. Understand values and morals e. Develop respect for the rights and properties of others f. Recognize authority and the importance of following instructions g. Describe appropriate behavior for setting (e.g., public, work, school, home, etc.) h. Identify characteristics of healthy relationships, including family, friendships, dating, etc. 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Self-assessments and surveys b. Make a list of personal values and morals c. Watch movies/DVD's that portray development of healthy relationships d. Relationship role-plays e. Collage/poster promoting self-image f. Keep a personal journal g. Research local community service opportunities h. Brainstorm and identify positive coping strategies and solutions for problem situations and handling changes i. Discuss rights and responsibilities of turning 18 (age of majority) 	<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"> a. Evaluate written assignments b. Evaluate completed work and projects c. Skill assessments d. Chapter/Unit tests e. Alternate forms of assessment per student IEP needs f. Observations 	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format. <p>5. What will we do if students already know it?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format.

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

All standards identified below are based on the California Career Technical Education (CCTE) model curriculum standards. These standards serve as the basis for the curriculum frameworks, instructional materials, and statewide assessments in California. The CCTE model curriculum standards have been developed for use at the secondary level, grades seven through twelve. There are 11 "foundation standards" that address various skills related to this course.

Unit #7: Personal Awareness and Social Responsibility

Education, Child Development, and Family Services Industry Sector

2.0 Communications

- (2.2) Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
- (2.5) Write business letters: a. Provide clear and purposeful information and address the intended audience appropriately.

3.0 Career Planning and Management

- 3.1 Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.
- 3.6 Know important strategies for self-promotion in the hiring process, such as job applications, résumé writing, interviewing skills, and preparation of a portfolio.

5.0 Problem Solving and Critical Thinking

- 5.4 Apply decision-making skills to achieve balance in the multiple roles of personal, home, work, and community life.

6.0 Health and Safety

- 6.1 Know the policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.

7.0 Responsibility and Flexibility

- 7.1 Understand the qualities and behaviors that constitute a positive and professional work demeanor.
- 7.2 Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
- 7.3 Understand the need to adapt to varied roles and responsibilities.
- 7.4 Understand that individual actions can affect the larger community.

8.0 Ethics and Legal Responsibilities

- 8.2 Understand the concept and application of ethical and legal behavior consistent with workplace standards.
- 8.3 Understand the role of personal integrity and ethical behavior in the workplace.

9.0 Leadership and Teamwork

- 9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- 9.3 Understand how to organize and structure work individually and in teams for effective performance and the attainment of goals.
- 9.4 Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.
- 9.5 Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

10.0 Technical Knowledge and Skills (Consumer and Family Studies)

- 10.9 Understand the function of the family as a basic unit of society and the contributions of the family unit to the development of individuals.
- 10.10 Understand the factors that affect the development of individuals and how to build positive relationships.
- 10.12 Understand strategies and resources for managing conflicts and crises.
- 10.13 Understand the importance of wellness and safety to individual and family health and well-being.

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.

10.16 Assess the individual, family, and workplace factors that influence decisions at each stage of the human life cycle.

11.0 Demonstration and Application

A3.4 Know the health, safety, regulatory, and procedural requirements for the work site.

A4.4 Understand the typical hazards at the work site and know procedures and practices that contribute to a safe and healthy environment.

A5.4 Relate the importance of learning environments, experiences, and interactions and their connections to each stage of physical, intellectual, social, and emotional development.

A6.2 Understand the importance of building positive relationships between the caregiver, children, and families to provide effective guidance and discipline.

A10.1 Understand the benefits of establishing strong relationships with families and communities.

A10.2 Understand how language, culture, and educational backgrounds may affect family structures and communication within and among families and communities.

A10.3 Know how positive parent-staff relationships, family members, and the community contribute to the physical, intellectual, social, and emotional development of the child.

A10.4 Understand how to use opportunities in the daily routine to build trusting relationships and effective communication with families.

A12.2 Understand the established standards and the established procedures in classrooms, libraries, halls, and bathrooms and on the school grounds.

B4.3 Understand the effects of environmental laws and safety regulations on consumers.

B4.4 Understand the legal implications of a contract and interpret the consequences of consumer actions related to various types of contracts.

B5.4 Know effective strategies that consumers can use when exercising their rights and accepting their responsibilities.

B6.1 Understand the national and international issues that affect consumers.

B12.3 Know the services provided by various financial institutions and departments of government.

C8.1 Know the appropriate procedures for preventing the spread of infections and illnesses and for responding to allergic reactions.

C8.2 Understand the nutritional needs of children and the allergies commonly associated with food.

C8.3 Know crucial safety and sanitary procedures to follow in the classroom related to good nutrition and health.

C8.4 Know the common indicators of nutrition-related disorders and diseases.

D1.2 Understand the ways in which agencies and organizations provide family and human services.

D10.4 Know the tasks of daily living and the types of assistance persons need with these activities, including assistance for persons with special needs.

D10.6 Understand important consumer information, such as comparison shopping, disclosure on labels, warranties and guarantees, consumer fraud and identity theft, consumer redress, and consumer rights and responsibilities.

D11.1 Know the signs of emotional and physical abuse, emotional crises, and mental health issues, such as depression, isolation, substance abuse, and stress.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #8: Mobility Management

LEARNING OUTCOME: The students will demonstrate proficiency in safely accessing transportation through the community and surrounding area.

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>a. Demonstrate knowledge of traffic rules</p> <p>b. Have knowledge and use of various means of transportation</p> <p>c. Describe forms of transportation in the community</p> <p>d. Know how to access transportation in the community</p> <p>e. Identify various costs associated with travel</p> <p>f. Be able to read a given timetable of a public transportation system</p> <p>g. Use a map/internet for directions to a specified location</p> <p>h. List characteristics of a responsible driver and transportation safety</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>a. Survey of classmates on various modes of travel</p> <p>b. List facts about public transportation rates, availability, etc.</p> <p>c. Compare costs of traveling</p> <p>d. Visit the local DMV</p> <p>e. Visit a travel agency</p> <p>f. Make a scrapbook of a trip taken</p> <p>g. Make a travel brochure</p> <p>h. Research hotel/motel chains</p> <p>i. Role playing</p> <p>j. Read and interpret a timetable</p> <p>k. Find various locations on a map</p> <p>l. Take a Driver's Education course</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>a. Evaluate written assignments</p> <p>b. Evaluate completed work and projects</p> <p>c. Skill assessments</p> <p>d. Chapter/Unit tests</p> <p>e. Alternate forms of assessment per student IEP needs</p> <p>f. Observations</p>	<p>4. What will we do if students don't learn?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p> <p>5. What will we do if students already know it?</p> <p>a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.</p> <p>b. Review basic concepts and redo in simpler format.</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

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Unit #8: Mobility Management:

Education, child Development, and Family Services Industry Sector

Academics

1.1 Mathematics/Mathematical Reasoning standards (grade seven)

(2.1) Use estimation to verify the reasonableness of calculated results.

4.0 Technology

4.2 Understand the use of technological resources to gain access to, manipulate, and produce information, products, and services.

11.0 Demonstration and Application

B7.5 Understand how the Internet and new technology improve communication and facilitate business operations.

B10.5 Compare features, benefits, prices, product information, styles, and performance of goods.

D4.1 Know the local, state, and federal laws, regulations, and agencies established to protect children, adolescents, and adults, including the elderly and other persons with special needs.

D4.2 Know the ways in which local, state, and federal regulations and laws are enforced by regulatory agencies (including the California Occupational Safety and Health Administration, the Americans with Disabilities Act, and the Health Insurance Portability and Accountability Act).

D7.3 Understand the causes and prevention of common accidents and injuries.

D7.4 Know the correct procedures for dealing with emergencies and disasters.

EL DORADO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES

Department: Special Education

Course Title: **Independent Living Skills (#0817)**

UNIT/STANDARD #: Unit #9: Functional Communication

LEARNING OUTCOME: The students will understand and apply the knowledge and skills essential for effective functional communication.

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> <ul style="list-style-type: none"> a. Communicate with understanding b. Know subtleties of communication c. Listen for information d. Summarize a short paragraph e. Paraphrase a given sentence or paragraph f. Accurately and legibly take a phone message g. Identify forms of body cues/language h. Provide clear directions to another person i. Make an informal 3-5 minute speech j. Give examples of convincing arguments k. Demonstrate how to complete a variety of forms 	<p>2. Instructional strategies that will be used to engage students.</p> <ul style="list-style-type: none"> a. Create a thank you note, friendly letter, e-mail, invitations, etc. b. Fill out a job application, bank form, personal and address information forms, etc. c. Simulated/real telephone conversations d. Practice active listening e. Listen without interrupting f. Practice paraphrasing in pairs g. Role-play body cues/language h. Play Charades with emotions i. Add captions to pictures j. Discuss common idioms k. Make a list of at least 10 emotions 	<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"> a. Evaluate written assignments b. Evaluate completed work and projects c. Skill assessments d. Chapter/Unit tests e. Alternate forms of assessment per student IEP needs f. Observations 	<p>4. What will we do if students don't learn?</p> <ul style="list-style-type: none"> a. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc. b. Review basic concepts and redo in simpler format <p>5. What will we do if students already know it?</p>

Content Area Standards (Please identify the source)

The students will demonstrate mastery of the following content standards:

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Unit #9: Functional Communication

2.0 Communications

2.1 Reading

(2.1) Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Writing

Writing Applications standards (grade eight):

(2.5) Write documents related to career development, including simple business letters and job applications:

- a. Present information purposefully and succinctly and meet the needs of the intended audience.
- b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).

Writing Strategies and Applications standards (grades nine and ten):

(1.4) Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).

(2.3) Write expository compositions, including analytical essays and research reports:

- b. Convey information and ideas from primary and secondary sources accurately and coherently
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

(2.4) Write persuasive compositions: a. Structure ideas and arguments in a sustained and logical

(2.5) Write business letters:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c. Highlight central ideas or images.
- d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Writing Strategies and Applications standards (grades eleven and twelve):

(2.5) Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.3 Written and Oral English Language Conventions

Specific applications of English Language Conventions standards (grades nine and ten):

(1.4) Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

2.4 Listening and Speaking

(2.3) Apply appropriate interviewing techniques:

- a. Prepare and ask relevant questions.
- b. Make notes of responses.
- c. Use language that conveys maturity, sensitivity, and respect.
- d. Respond correctly and effectively to questions.
- e. Demonstrate knowledge of the subject or organization

2.5 Understand the importance of effective nonverbal, oral, and written communication skills in getting and keeping a job.

- 2.6 Use the appropriate vocabulary and specialized terminology of the industry.
- 2.7 Understand verbal and nonverbal communication and respond appropriately.

11.0 Demonstration and Application

- B7.5 Understand how the Internet and new technology improve communication and facilitate business operations.