

<b>Planned Course: Independent Living</b>	<b>Course Number: 716</b>	<b>Department: Family &amp; Consumer Sciences</b>	
<b>Unit: Consumerism</b>	<b>Grade Level: 9-12</b>		
<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Elective</b>	<b>Date Approved: August 10, 2010</b>	
<b>PA Academic Standards</b>	<b>▶ Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>11.1.12 Financial and Resource Management</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>D. Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p>	<p>▶ Why is it important to know your rights and responsibilities as a consumer?</p> <ul style="list-style-type: none"> <li>- The student will identify factors that influence consumer spending decisions.</li> <li>-The student will identify the legal rights of consumers.</li> <li>- The student will demonstrate how to utilize consumer rights to: <ul style="list-style-type: none"> <li>Safety</li> <li>Be informed</li> <li>Choose</li> <li>Be heard</li> <li>Redress</li> <li>Consumer education</li> <li>Service</li> </ul> </li> </ul>	<p>Small group activity: “Influences on Consumer Spending”</p> <p>PowerPoint on rights and responsibilities of consumers; study guide</p> <p>Students will conduct Internet research on consumer safety issues, recalls, protections, and</p>	<p>Teacher evaluation of student participation in small group activity, “Influences on Consumer Spending”</p> <p>Graded study guide on consumer rights and responsibilities</p>
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<p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p> <p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p> <p>H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>11.1.12 Financial and Resource Management</p> <p>F. Compare and contrast the selection of goods and</p>	<p>▶ How can the practical reasoning process aid the consumer in making purchasing decisions?</p> <p>- The student will identify ways consumers are protected from harm by products or services.</p> <p>- The student will identify different types of identity theft and how to protect themselves from potential scams</p> <p>- The student will investigate sources of information available to consumers to assist in making informed purchases.</p>	<p>assistance using consumer related Web sites, e.g. <a href="http://www.Consumer.gov">www.Consumer.gov</a> <a href="http://www.cpsc.gov">www.cpsc.gov</a> <a href="http://www.ftc.gov">www.ftc.gov</a>, and present to class</p> <p>Worksheet: e.g. “Identify Fraud” and class discussion</p> <p><b>Students will read various articles about identity theft and identify characteristics of each</b></p> <p>Students will choose a consumer information source (e.g. government agencies, consumer organizations, media sources, advertising, packaging, salespeople, research studies, other consumers), and complete a graphic organizer on the types of information provided by the chosen source and present to class</p> <p>Consumer Product Comparison: Students will</p>	<p>Teacher evaluation and student self-assessment of consumer safety Internet research</p> <p>Consumer safety presentation rubric</p> <p>Graded worksheet, e.g. “Identify Fraud,” and teacher observation of student participation in discussion</p> <p><b>Class discussion. Written summary identifying 5 identity theft scams and how to avoid them</b></p> <p>Teacher evaluation of consumer information source graphic organizer</p> <p>Consumer information source presentation rubric</p>
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<p>services by applying effective consumer strategies.</p> <p>11.1.12 Financial and Resource Management</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>D. Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.2.12 Balancing Family, Work and Community</p>	<ul style="list-style-type: none"> <li>- The student will evaluate quality and characteristics of consumer products in order to make an informed choice.</li> <li>- The student will identify methods of comparison shopping for products or services.</li> <li>- The student will identify appropriate ways to speak out about consumer issues.</li> </ul> <p>► How can the use of the practical reasoning process</p>	<p>conduct product testing to determine the best value for various needs, e.g. paper towel comparison of various brands tested for absorbency, strength, durability, with cost assessment; also may compare services (enrichment)</p> <p>Small groups of students will select a product or service and determine multiple options for comparison shopping</p> <p>Consumer Contact: Students will write a consumer letter or e-mail to a company or business to express a compliment, concern, question, or problem, and request a response</p> <p>Case studies of unresolved consumer disputes: students will work cooperatively to determine the consumer's right and responsibility in each</p>	<p>Teacher evaluation of student participation and consumer product testing results</p> <p>Exit ticket</p> <p>Teacher evaluation of small group comparison shopping learning experience</p> <p>Teacher evaluation of consumer contact for content, appropriateness, and strategy</p> <p>Teacher evaluation of student</p>
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<p>Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>11.1.12 Financial and Resource Management</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>D. Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>F. Compare and contrast the selection of goods and services by applying</p>	<p>aid the consumer in seeking redress in solving consumer challenges?</p> <p>- The student will be able to locate sources of help available to consumers trying to resolve a dispute.</p> <p>- The student will identify the corresponding responsibilities to the legal rights of consumers.</p>	<p>situation; Think-Pair-Share</p> <p>Students will role-play an informed consumer resolving a dispute</p> <p>Gallery walk: Students will identify consumer responsibilities that correspond with each of the consumer rights, and summarize</p> <p>Complete a consumer action scavenger hunt using the Consumer Action Handbook or Web site, e.g. <a href="http://www.consumer.gov">www.consumer.gov</a></p> <p>Worksheet: e.g. "Consumer Action Scavenger Hunt"</p> <p>Consumer rights and responsibilities review game, e.g. Bingo or Jeopardy type game</p>	<p>solutions of consumer disputes and contribution to Think-Pair-Share</p> <p>Teacher observation of student participation in role-plays of scenarios involving consumer issues; student self-assessment</p> <p>Teacher evaluation of student participation and responses in gallery walk</p> <p>Teacher evaluation of student participation in consumer action scavenger hunt</p> <p>Graded worksheet: e.g. "Consumer Action Scavenger Hunt"</p> <p>Teacher observation of student research of government resources available to assist the consumer</p>
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effective consumer strategies.		<p>Consumer rights and responsibilities review study guide for test (remedial)</p> <p>Test on consumer rights and responsibilities</p>	<p>Teacher evaluation of student participation in review game</p> <p>Graded test on consumer rights and responsibilities</p>
<p>11.1.12 Financial and Resource Management</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>G. Compare the availability, costs, and benefits of</p>	<p>► How can the practical reasoning process aid the consumer in determining transportation needs and making transportation decisions?</p> <ul style="list-style-type: none"> <li>The student will examine factors to consider when deciding how to meet personal transportation needs.</li> </ul>	<p>Worksheet, e.g. “Transportation Terms” and class discussion</p> <p>Students will create a mind map on a specified method of transportation to identify pros, cons, and consumer considerations</p>	<p>Graded worksheet, e.g. “Transportation Terms”</p> <p>Teacher observation of student participation in discussion on transportation</p>

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<p>accessing public, non-public, and for profit services to assist the family.</p> <p>11.2.12 Balancing Family, work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p> <p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families, and communities.</p>	<ul style="list-style-type: none"> <li>The student will identify and evaluate considerations in vehicle ownership.</li> </ul>	<p>Students will search classified ads and Internet auto sale sites to locate vehicles to compare, and complete graphic organizer, e. g. “Vehicle Comparison”</p> <p>Internet Web quest on vehicle buying: using Web sites such as <a href="http://www.cars.com">www.cars.com</a>, <a href="http://www.autotrader.com">www.autotrader.com</a>, and <a href="http://www.bankrate.com">www.bankrate.com</a>, students will select vehicles to compare for various considerations (e.g. used vs. new, buy vs. lease, options, loan terms and length, interest rates, insurance needs and costs, etc.) and complete a related chart; additional research on purchase considerations and loans (enrichment)</p> <p>May include DVD/video clips on vehicle ownership, e.g. “Say Hello to a Good Buy”</p> <p>Carousel Brainstorm on transportation topics</p>	<p>Teacher assessment of transportation mind map</p> <p>Teacher observation of student participation in car expense game; student self-assessment of participation</p> <p>Graded graphic organizer, e.g. “Vehicle Comparison”</p> <p>Teacher assessment of vehicle buying Web quest</p>
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		<p>Transportation review study guide (remedial)</p> <p>Quiz on transportation considerations</p>	<p>Teacher observation of student participation in transportation Carousel Brainstorm</p> <p>Graded quiz on transportation considerations</p>
<p>11.1.12 Financial and Resource Management</p> <p>A. Evaluate the impact of family resource management on the global community.</p> <p>B. Analyze the management of financial resources across the lifespan.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer</p>	<p>► Why is it important to learn to prepare nutritious, cost-effective meals?</p> <p>- The student will identify influences on food choices that can affect health, finances, time, and overall wellness.</p>	<p>Students will engage in debate about influences on food choices such as the pros and cons of dining out, the role of the media and advertising, convenience vs. whole foods, etc.; students also may create poster comparisons, role-plays, interviews, or commercials of such topics to foster discussion</p> <p>PowerPoint and study guide on the MyPlate food guide</p> <p>Students use the</p>	<p>Teacher assessment of student participation and contribution to the food choice influences debates or other sharing strategies</p> <p>Graded MyPlate study guide</p>

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<p>strategies.</p> <p>G. Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>D. Based on efficiency,</p>	<p>- The student will be able to effectively rate dietary guidelines provided by the USDA in the MyPlate food guide.</p> <p>- The student will be able to generate a personal MyPlate plan based on his or her age, gender, and level of physical activity.</p> <p>The student will create a grocery-shopping list and describe the benefits to finances of using a list.</p>	<p><a href="http://www.ChooseMyPlate.gov">www.ChooseMyPlate.gov</a> Web site to research MyPlate Resources, e.g. Empty Calories Chart, 10 Tips for Nutrition Series, Daily Food Plans for Preschoolers, etc. and complete a graphic organizer</p> <p>Think-Pair-Share on MyPlate Resources topics</p> <p>Worksheets/handouts: e.g. – “Rules of Thumb” “How Much is One Serving?” “Meal Tracking Worksheet”</p> <p>Diagram, e.g. “MyPlate Plan” – students will plan one day of meals that will meet their personal MyPlate recommendations, and provide rationale for choices</p> <p>Students will compile a grocery list and tally the costs of the foods they have chosen for their “MyPlate Plan,” using supermarket advertisements or</p>	<p>Teacher assessment of computer research and completed graphic organizer using MyPlate Resources</p> <p>Teacher observation of student participation in Think-Pair-Share</p> <p>Teacher assessment of student developed “MyPlate Plan”</p> <p>Student self-assessment of rationale for “MyPlate Plan” food choices</p> <p>Teacher assessment of student created “MyPlate Plan” grocery list and cost evaluation</p>
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<p>aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>11.3.12 Food Science and Nutrition</p> <p>B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).</p> <p>C. Evaluate sources of food and nutrition information.</p> <p>D. Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>F. Evaluate the application of nutrition and meal planning</p>	<p>The student will identify healthful dietary changes based on an analysis of personal diet.</p> <p>The student will identify how Nutrition Facts panels can influence consumer decisions.</p> <p>The student will have an understanding of key concepts necessary for making wise food choices.</p>	<p>grocery store Web sites, and identify possible cost saving measures</p> <p>Students will identify simple or small changes they can make to their dietary preferences that can positively affect their long-term health and well-being</p> <p>Students compare and analyze a variety of food product labels, and complete graphic organizer, e.g. “Nutrition Facts Information Comparison”</p> <p><b>Video: Two Cents PBS How To Save Money At The Supermarket</b></p> <ul style="list-style-type: none"> <li>- Developing a shopping list</li> <li>- Choosing a store</li> <li>- Judging food quality</li> <li>- Using nutrition labeling</li> <li>- Comparing prices using UPC codes and unit pricing</li> </ul>	<p>Exit card</p> <p>Graded graphic organizer, e.g. “Nutrition Facts Information Comparison”</p> <p>Teacher observation of student participation in class discussion on grocery shopping</p>
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<p>principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>G. Analyze the relevance of scientific principles to food processing, preparation and packaging.</p> <p>11.4.12 Child Development</p> <p>B. Analyze current issues in health and safety affecting children at each stage of child development</p> <p>C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>D. Analyze plans and methods to blend work and family</p>	<p>The student will recognize the impact of fast food on dietary habits and finances.</p> <p>The student will be able to identify proper food storage and handling procedures that can aid in the prevention of food-borne illnesses.</p> <p>-The student will be able to identify guidelines and demonstrate procedures to</p>	<p>Worksheet: e.g. “Shopping for Food” with shopping terms content and academic vocabulary</p> <p>Video/DVD: e.g. “<b>Two Cents video “How eating out keeps you poor”</b>” and related worksheet; class discussion on influences on health and financial costs</p> <p><del>Fast Food Nutrition Facts analysis: students evaluate fast food nutrition information and identify healthy and unhealthy choices; present to class</del></p> <p>PowerPoint slides and study guide on safe food handling, with study guide:  - Packaging and storage  - Avoiding cross-contamination  - Food storage temperatures and danger zone  - Scheduling of meal preparation tasks</p>	<p>Graded worksheet: e.g. “Shopping for Food”</p> <p>Teacher observation of student participation in discussion on fast food</p> <p>Graded worksheet: e.g. <b>How eating out keeps you poor”</b></p> <p>Rubric for fast food nutrition analysis presentation</p> <p>Graded study guide on safe food handling</p>
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responsibilities to meet the needs of children.	<p>work safely, efficiently, and effectively in the kitchen.</p> <p>- The student will develop teamwork skills and apply them when working in his or her kitchen lab group.</p> <p>-The student will prepare nutritious, cost-effective foods that utilize some ingredients that a person may have on hand, and that may be made in small quantities to facilitate healthy food choices for a person living independently.</p>	<p>Teacher and student demonstrations of basic kitchen procedures, e.g.</p> <ul style="list-style-type: none"> <li>- Measuring techniques</li> <li>- Dishwashing procedures</li> <li>- Lab group task rotation</li> <li>- Equipment use</li> <li>- Following a recipe</li> <li>- Kitchen safety</li> </ul> <p>Food Labs: e. g.</p> <ul style="list-style-type: none"> <li>Fruit and Yogurt Snacks</li> <li>Low-fat Taco Dip</li> <li>Baked Reduced-fat Mozzarella Bites</li> <li>Bruschetta</li> <li>Roasted Vegetables</li> <li>Reduced-fat Pizza Melts</li> <li>Fruit Smoothies</li> <li>Lasagna Cups</li> <li>Whole Grain Parmesan Pita Crisps</li> <li>Banana or Apple Cinnamon Toast</li> <li>Individual Fruit Crisp with Oatmeal</li> </ul>	<p>Teacher evaluation and student self-assessment of student participation in practice demonstrations of basic kitchen procedures</p> <p>Food Lab rubric</p> <p>Student self-assessment of food lab participation and food product results</p>
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11.1.12 Financial and Resource	▶ How can the practical reasoning process aid the		
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<p>Management</p> <p>A. Evaluate the impact of resource management on the global community.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>G. Compare the availability, costs, and benefits of accessing public, non-public, and for-profit services to assist the family.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness</p>	<p>consumer in making clothing purchase, care, and maintenance decisions?</p> <ul style="list-style-type: none"> <li>● The student will evaluate shopping options to consider when purchasing clothing.</li> <li>● The student will identify ways of managing clothing costs.</li> <li>● The student will</li> </ul>	<p>Worksheet: e.g. “Shopping for Clothes” and class discussion</p> <p>Small groups select a store type or source of new or pre-owned clothing, and create a poster or graphic organizer identifying pros, cons, cautions, and consumer tips for that shopping option; present to class</p> <p>Worksheet, e.g. “Cost-Per-Wearing”</p> <p>Handout: e.g. “Clothing Care Symbols,” “The Laundry Process”</p>	<p>Graded worksheet, e.g. “Shopping for Clothes” and teacher observation of participation in discussion</p> <p>Rubric for poster/graphic organizer and presentation on clothing shopping option</p> <p>Teacher assessment of completed worksheet, e.g. “Cost-Per-Wearing”</p> <p><del>Graded checklist on clothing</del></p>
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<p>of action plans that integrate personal, work, family, and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>11.4.12 Child Development</p> <p>D. Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p> <p>11.1.12 Financial and Resource Management</p> <p>A. Evaluate the impact of resource management on the global community.</p>	<p>demonstrate routine clothing care.</p> <ul style="list-style-type: none"> <li>● The student will identify services that can assist families with clothing care and maintenance.</li> </ul>	<p>Laundry Sorting Game handout, e.g. “How To Sort Laundry” – students play a game in which they sort different types of laundry according to care requirements</p> <p>Class discussion on resources in the community that can aid individuals and families with clothing care and maintenance needs, e.g. Laundromat, alterations specialist, dry cleaner, etc.</p> <p>Review study guide on purchasing, care, and maintenance of clothing (remedial)</p> <p>Quiz on purchasing, care, and maintenance of clothing</p>	<p>Teacher observation of student participation in group activity on sorting laundry</p> <p>Teacher observation of student participation in discussion</p> <p>Graded quiz on purchasing, care, and maintenance of clothing</p>
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<b>Estimated Time: 9 weeks</b>	<b>Level/Track: Elective</b>	<b>Date Approved: August 10, 2010</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b> • Skills/Knowledge	<b>Activities/Strategies/Study Skills</b> (identify some activities as remedial or enrichment activities)	<b>Assessments</b> (include types and topics)

<p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family, and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p>	<p>► How can hand and machine sewing skills aid the consumer in managing finances and extending the life of clothing and household textile products?</p> <ul style="list-style-type: none"> <li>• The student will demonstrate how to make simple clothing repairs or alterations.</li> <li>• The student will be able to successfully operate a sewing machine.</li> </ul>	<p>Following teacher demonstrations: The student will sew a button shank</p> <p>Using a patch, the student will mend a tear in fabric The student will utilize basic hand sewing stitches that could be used to repair or alter a garment, e.g. basting stitch, hemming stitch, backstitch, slipstitch, blanket stitch, etc.</p> <p>PowerPoint slides and teacher demonstrations on operation of the sewing machine</p> <p>Handouts and discussion on operation of the sewing machine</p> <p>Laboratory practice on operation of the sewing machine</p>	<p>Teacher assessment – sewing sample button shank</p> <p>Teacher assessment – sewing sample mended fabric</p> <p>Teacher assessment – samples of basic hand sewing stitches</p> <p>Teacher observation of student participation in discussion on use of the sewing machine</p>
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<p>11.2.12 Balancing Family, Work, and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>National Standards Textiles, Fashion, and Apparel</p> <p>16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.</p> <p>11.2.12 Balancing Family, Work, and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p>	<ul style="list-style-type: none"> <li>● The student will be able to demonstrate basic machine sewing techniques: e.g. <ul style="list-style-type: none"> <li>a. Stitching seams</li> <li>b. Speed control</li> <li>c. Turning corners</li> <li>d. Stitching curved areas</li> <li>e. Backstitching</li> </ul> </li> <li>● The student will create a simple sewing project using the sewing machine.</li> </ul>	<p>Sewing samples practice</p> <p>Students will use sewing machines to create simple projects, e.g. pillow, tote bag, drawstring bag, toy, etc.</p> <p>Additional sewing project (enrichment)</p>	<p>Teacher observation of student sewing practice and evaluation of samples</p> <p>Sewing lab participation grade</p> <p>Teacher assessment of project made using the sewing machine</p>
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National Standards Textiles, Fashion, and Apparel  16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products.			
11.1.12 Financial and Resource Management  B. Analyze the management of financial resources across the lifespan.  C. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).  D. Evaluate the role of	<p>► How can the practical reasoning process aid the consumer in making housing decisions?</p> <ul style="list-style-type: none"> <li>• The student will identify the typical costs associated with establishing and maintaining a first residence, and recognize the benefit of establishing a personal spending plan.</li> <li>• The student will identify housing options and the costs associated with</li> </ul>	<p>Worksheet: e.g. “Surviving Solo Wisdom – A Guided Interview” – students interview an adult about issues concerning establishing a first residence</p> <p>Gallery walk to list first residence issues discussed in interviews; class discussion</p> <p>PowerPoint and study guide on housing and related expenses; Class discussion: e.g. - Housing options - Renting vs. buying - Basic housing requirements</p>	<p>Teacher assessment – “Surviving Solo Wisdom – A Guided Interview”</p> <p>Teacher observation of student participation in Gallery Walk of first residence issues and discussion</p> <p>Graded study guide on housing and related expenses</p> <p>Teacher observation of class participation in discussion of</p>



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<p>consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.</p> <p>F. Compare and contrast the selection of goods and services by applying effective consumer strategies.</p> <p>G. Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that</p>	<p>living independently.</p> <ul style="list-style-type: none"> <li>● The student will evaluate housing options for a person newly living independently.</li> <li>● The student will identify strategies for living compatibly with roommates or in shared living arrangements.</li> <li>● The student will identify</li> </ul>	<ul style="list-style-type: none"> <li>- Cost of living on your own</li> <li>- Renter’s insurance</li> <li>- Security deposit</li> <li>- Cost sharing alternatives</li> <li>- Spending plan</li> </ul> <p>Internet research on renting considerations using housing related Web site, e.g. <a href="http://www.apartmentfinder.com">www.apartmentfinder.com</a>; Graphic organizer for assessment of options that would be suitable for individual budget, needs, and desired features and amenities, and reaction paper</p> <p>Students will brainstorm responses on factors to consider when selecting a roommate or having a shared living arrangement Worksheet: e.g. “Personal Lifestyle Preferences” to identify personal habits and compatibility concerns</p> <p>Handout: e.g. “Selecting a</p>	<p>housing options</p> <p>Teacher evaluation of Internet research and graphic organizer on renting considerations, and reaction paper; student self-assessment card on whether options considered are realistic and how they would affect lifestyle</p> <p>Teacher observation of student participation in brainstorming session about roommate/shared living arrangement selection</p> <p>Graded worksheet, e.g. “Personal Lifestyle Preferences”</p> <p>Teacher observation of student</p>
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<p>integrate personal, work, family and community responsibilities.</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>D. Based on efficiency, aesthetics and psychology, evaluate space plans for their ability to meet a variety of needs including those of individuals with special needs.</p> <p>E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.</p> <p>F. Assess the relationship of family functions to human developmental stages.</p>	<p>ways to implement successful roommate/shared living arrangements.</p>	<p>Roommate” – students will compare brainstorming responses to the factors outlined in the handout; class discussion on factor priorities</p> <p>Class discussion of a roommate/shared living arrangement agreement to identify roles and responsibilities in advance</p>	<p>participation in discussion on priorities to consider in roommate/shared living arrangement selection</p> <p>Teacher observation of student participation in class discussion on roommate/shared living arrangement agreements</p>
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<p>H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>11.4.12 Child Development</p> <p>C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).</p> <p>D. Analyze plans and methods to blend work and family responsibilities to meet the needs of children.</p>			
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