

Planned Course: Independent Living	Course Number: 716	Department: Family & Consumer Sciences
Unit: Values, Goals, and Decision-Making	Grade Level: 9-12	
Estimated Time: 3 weeks	Level/Track: Elective	Date Approved: August 10, 2020

PA Academic Standards	Core Concepts (in question format) <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
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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>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p>	<p>▶*What skills are important in being able to live independently?</p> <p>- The student will be able to identify how being proactive, rather than reactive, in making life plans can help a person achieve his/her goals.</p>	<p>Survey to identify student awareness and experience with various independent living skills; class discussion</p> <p>DVD - “Theo’s Holiday” to provide overview of independent living topics; reaction paper on topics represented and class discussion</p>	<p>Teacher observation of student completion of survey and participation in discussion</p> <p>Teacher assessment of student identification of independent living topics, and student participation in discussion</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</p>	<p>- The student will be able to prioritize personal values.</p>	<p>Values Auction – Given the same amount of fictional money, students will bid on various life needs and wants; selection of items and amount spent per item reflects their personal values</p> <p>Personal values clarification list and assessment</p>	<p>Teacher observation of student participation in bidding process; student response and personal assessment regarding values identification</p>

<p>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>11.2.12 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>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>C. Analyze teamwork and leadership skills and their application in various family and work situations.</p> <p>11.2.12 Balancing Family, Work and Community</p>	<p>►How can action planning help an individual and/or family achieve goals?</p> <p>- The student will be able to identify the steps of the goal-setting process.</p> <p>- The student will be able to discuss what he/she can and cannot control in his/her life.</p> <p>- The student will be able to differentiate between control and influence.</p> <p>- The student will be able to identify the steps of the decision-making process.</p>	<p>Student will develop a Goal Setting Vision Board to identify future goals and the processes needed to achieve them</p> <p>Student will create a timeline of goals for the milestone events that typically occur during the teenage years</p> <p>The Control Game – the class will evaluate the level of control and/or influence a person has in various scenarios represented</p> <p>Using the decision-making model, students will work cooperatively to solve or manage a variety of problems</p> <p>Worksheet: e.g. “Decision-Making” (remedial)</p>	<p>Teacher evaluation of vision board and related personal statement</p> <p>Student self-assessment of timeline</p> <p>Teacher observation of student participation in discussion of the difference between control and influence and how it impacts your life</p> <p>Teacher observation of student participation in interactive application of decision-making steps used to solve/manage problems</p> <p>Graded worksheet: e.g. “Decision Making” (remedial)</p> <p>Graded test on “Values,</p>
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<p style="text-align: center;">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>H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>C. Analyze teamwork and</p>	<p>▶ How and why are reasoned decisions more likely to be more effective?</p> <p>- The student will be able to apply the decision-making model to personal issues and choices.</p> <p>- The student will be able to assess how his/her personality type relates to career choice.</p> <p>- The student will be able to recognize how his/her personality type and personal qualities can impact his/her future.</p> <p>▶ How can identifying requirements, expectations,</p>	<p>Test on “Values, Goals, Decisions”</p> <p>Student will complete an interest inventory (e.g. Holland Interest Inventory), and obtain a personal list of potential careers from this assessment</p> <p>Career exploration using computer research to identify educational requirements, skills and attributes, potential job expectations and outlook, salary, etc.</p> <p>Reaction paper – personal analysis of student’s results from interest inventory and career list</p> <p>Student interview of a person employed in his/her area of career interest (enrichment)</p>	<p style="text-align: center;">Goals, Decisions”</p> <p>Student completion of interest inventory</p> <p>Teacher observation of computer research and assessment of research results</p> <p>Teacher assessment of completion of student reaction to personality profile results related to career choices</p> <p>Teacher assessment of student’s use of decision-making model to consider major career decision</p>
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<p>leadership skills and their application in various family and work situations.</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>11.2.12 Balancing Family, Work and Community Responsibility</p> <p>A. Justify solutions developed by using practical reasoning skills.</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>A. Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson</p>	<p>and possible obstacles in advance help a person achieve his/her personal, educational, career, and future goals?</p> <p>- The student will recognize the types of information required for college and job applications and the necessity for accuracy and honesty.</p> <p>- The student will practice interviewing skills and become familiar with types of questions that may be asked of an applicant.</p> <p>- The student will identify personal learning styles and</p>	<p>The student will complete a common college and/or job application and write a personal statement</p> <p>Students will conduct peer interviews using questions from actual college and job applications</p> <p>Interactive discussions on decision-making steps in furthering education or preparing for a career; related rewards and challenges</p> <p>Complete multiple intelligence checklist for students</p>	<p>Teacher assessment of accuracy of completed application(s) and personal statement</p> <p>Teacher assessment of student interaction and demonstration of responsible communication and respect for each other during the interview process</p> <p>Teacher observation of student participation in discussion of decision-making steps regarding rewards and challenges</p> <p>Teacher observation of student participation in hands-on Multiple</p>
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<p>and prior findings versus new brain development research).</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>G. Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base).</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>the benefits of self-awareness in determining goals and making decisions.</p>	<p>Teacher led hands-on Multiple Intelligence activities; each activity addresses a different intelligence:</p> <ol style="list-style-type: none"> 1. Math problem 2. Speed writing 3. Visualizing space 4. Rhythm imitation 5. Physical exercise 6. Self-reflection 7. Word puzzle 8. Environmental challenge 	<p>Intelligence activities</p> <p>Teacher observation of student participation in discussions</p>
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