



Auburn School District Independent Living

Total Framework Hours up to: 90

CIP Code: 190002 **Exploratory** **Preparatory**

Date Last Modified: January 30, 2013

Career Cluster: Human Services

Career Pathway: Social and Personal Services

Power Standards

- PS 1: FCS 13.1 Analyze functions and expectations of various types of relationships.
- PS 2: FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- PS 3: FCS 13.3 Demonstrate communication skills that contribute to positive relationships.
- PS 4: FCS 1.2 Demonstrate transferable and employability skills in school, community and workplace settings.
- PS 5: FCS 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- PS 6: FCS 8.0 Integrate knowledge, skills, practice required for careers in food science, food technology, dietetics and nutrition.
- PS 7: FCS 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- PS 8: FCS 3.2 Analyze factors that affect consumer advocacy.
- PS 9: FCS 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community
- PS 10: FCS 15.3 Evaluate external support systems that provide services for parents.
- PS 11: FCS 15.4 Analyze physical and emotional factors related to beginning to parenting

Unit Outline

	<u>Hours</u>
Unit 1: Self-Evaluation/Interpersonal Skills	5
Unit 2: Career Exploration and Employability Skills	15
Unit 3: Financial Literacy	25
Unit 4: Consumer Awareness	15
Unit 5: Nutrition, Wellness and Food Preparation	10
Unit 6: Adult Relationships and Responsibility	20
Total Hours	90

UNIT 1 Self-Evaluation/Interpersonal Skills

Performance Assessments:

Personal Inventories
Reflections
Portfolio

Embedded Leadership Activities

21st Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts
- 7.A.2 Work effectively in a climate of ambiguity and changing priorities
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 8.C.4 Reflect critically on past experiences in order to inform future progress
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural background
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - a. work positively and ethically
 - b. manage time and projects effectively
 - c. multi-task
 - d. participate actively, as well as be reliable and punctual
 - e. present oneself professionally and with proper etiquette
 - f. collaborate and cooperate effectively with teams
 - g. respect and appreciate team diversity
 - h. be accountable for results
- 11.B.1 Act responsibly with the interests of the larger community in mind

STANDARDS AND COMPETENCIES

Standard/Unit: Self-evaluation/Interpersonal Skills

Competencies

Total Learning Hours for Unit: 5

1.1	FCS 13.1.5 Analyze processes for handling unhealthy relationships. Demonstrate stress management strategies for family, work, and community settings.
1.2	FCS 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Educational Technology</p>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
<p>Health and Fitness</p>	<p>2.4.3 Analyzes stress and how it relates to personal stress-management strategies.</p> <p>2.4.4 Creates personal stress-management strategies.</p> <p>3.3: Evaluates the impact of social skills on health.</p>
<p>Writing</p> <p>COMMON CORE Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through</p>

	<p>the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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UNIT 2 Career Exploration and Employability Skills

Performance Assessments:

Create Personal Career Readiness Portfolio with Rubric
Career Conference—Auburn Chamber of Commerce

Embedded Leadership Activities

FCCLA Star Events

21st Century Skills:

- 7.A.1 Adapt to varied roles, jobs responsibilities, schedules and contexts
- 7.A.2 Work effectively in a climate of ambiguity and changing priorities
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- 8.A.3 Utilize time and manage workload efficiently
- 8.B.1 Monitor, define, prioritize and complete tasks without direct oversight
- 8.C.4 Reflect critically on past experiences in order to inform future progress
- 9.A.1 Know when it is appropriate to listen and when to speak
- 9.A.2 Conduct themselves in a respectable, professional manner
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural background
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 10.B.1 Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - a. work positively and ethically
 - b. manage time and projects effectively
 - c. multi-task
 - d. participate actively, as well as be reliable and punctual
 - e. present oneself professionally and with proper etiquette
 - f. collaborate and cooperate effectively with teams
 - g. respect and appreciate team diversity
 - h. be accountable for results
- 11.B.1 Act responsibly with the interests of the larger community in mind

STANDARDS AND COMPETENCIES

Standard/Unit: Career Exploration and Employability Skills

Competencies

Total Learning Hours for Unit: 15

- 2.1 FCS 1.2.1 Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 2.2 FCS 1.2.2 Demonstrate job seeking and job keeping skills.
- 2.3 FCS 1.2.3 Apply communication skills in school, community, and workplace settings.
- 2.4 FCS 1.2.4 Demonstrate teamwork skills in school, community, and workplace settings.
- 2.5 FCS 1.2.6 Demonstrate leadership skills and abilities in school, workplace and community settings.
- 2.6 FCS 1.2.8 Demonstrate work ethics and professionalism

- 2.7 FCS 13.3.3 Demonstrate effective listening and feedback techniques.
- 2.8 FCS 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 2.9 FCS 13.3.6 Analyze the effects of communication technology in family, work, and community settings.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE</p> <p>Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Educational Technology</p>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
<p>Writing</p> <p>COMMON CORE</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

UNIT 3 Financial Literacy

Performance Assessments:

Pre and Post Written Assessment

Embedded Leadership Activities

FCCLA Financial Fitness

21st Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

21st Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- 5.A.1 Understand both how and why media messages are constructed, and for what purposes
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

STANDARDS AND COMPETENCIES

Standard/Unit: Financial Literacy

Competencies

Total Learning Hours for Unit: 25

- 3.1 FCS 2.1.1 Apply management and planning skills and processes to organize tasks and responsibilities.
- 3.2 FCS 2.1.2 Analyze how individuals and families make choices to satisfy needs and wants.
- 3.3 FCS 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings.
- 3.4 FCS 2.1.7 Apply consumer skills to decisions about recreation
- 3.5 FCS 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency
- 3.6 FCS 2.6.1 Evaluate the need for personal and family financial planning.
- 3.7 FCS 2.6.2 Apply management principles to individual and family financial practices.
- 3.8 FCS 2.6.3 Apply management principles to decisions about insurance for individuals and families.

- 3.9 FCS 2.6.4 Evaluate personal and legal documents related to managing individual and family finances.
 3.10 FCS 3.2.5 Apply strategies to reduce the risk of consumer fraud.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Educational Technology</p>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
<p>Social Studies</p>	<p>2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>
<p>Writing</p> <p>COMMON CORE</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

UNIT 4 Consumer Awareness

Performance Assessments:

Living on Your Own Simulation/Project

Embedded Leadership Activities

21st Century Theme: Financial, Economic, Business and Entrepreneurial Literacy

21st Century Skills:

- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.3 Synthesize and make connections between information and arguments
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.D.2 Identify and ask significant questions that clarify various points of view and lead to better solutions
- 3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- 3.A.5 Communicate effectively in diverse environments (including multi-lingual)
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 4.B.1 Use information accurately and creatively for the issue or problem at hand
- 4.B.2 Manage the flow of information from a wide variety of sources
- 4.B.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- 5.A.1 Understand both how and why media messages are constructed, and for what purposes
- 5.A.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- 5.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media
- 6.A.1 Use technology as a tool to research, organize, evaluate and communicate information
- 6.A.2 Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- 6.A.3 Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

STANDARDS AND COMPETENCIES

Standard/Unit: Consumer Awareness

Competencies

Total Learning Hours for Unit: 15

- 4.1 FCS 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.
- 4.2 FCS 2.1.5 Apply consumer skills to decisions about housing, utilities, and furnishings
- 4.3 FCS 2.4.3 Assess the use of technology and its effect on quality of life.
- 4.4 FCS 2.5 Analyze relationships between the economic system and consumer actions.
- 4.5 FCS 2.5.1 Analyze the use of resources in making choices that satisfy needs and wants of individuals and families.
- 4.6 FCS 2.5.4 Analyze practices that allow families to maintain economic self-sufficiency.
- 4.7 FCS 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 4.8 FCS 2.6.1 Evaluate the need for personal and family financial planning.
- 4.9 FCS 2.6.2 Apply management principles to individual and family financial practices.

4.10 FCS 2.6.3 Apply management principles to decisions about insurance for individuals and families.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Educational Technology</p>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively.</p>
<p>Social Studies</p>	<p>2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>
<p>Writing COMMON CORE</p>	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

UNIT 5 Nutrition, Wellness and Food Preparation

Performance Assessments:

Meal Planning Project- project based rubric

Embedded Leadership Activities

21st Century theme activities- health literacy and environmental literacy

21st Century Skills-learning and innovation skills- critical thinking & problem solving

21st Century Life and Career Skills- Productivity and accountability

STANDARDS AND COMPETENCIES

Standard/Unit: Nutrition, Wellness and Food Preparation

FCS 8.2.5 Practice good personal hygiene/health procedures, including dental health and weight management, and report symptoms of illness.

FCS 8.2.6 Demonstrate proper purchasing, receiving, storage, and handling of both raw and prepared foods.

FCS 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods, between raw and ready-to-eat foods, and between animal and fish sources and other food products

FCS 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.

FCS 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.

FCS 9.3.6 Critique the selection of foods to promote a healthy lifestyle

Competencies

Total Learning Hours for Unit: 10

5.1 FCS 9.2 Apply risk management procedures to food safety, food testing, and sanitation.

5.2 FCS 9.2.1 Analyze factors that contribute to food borne illness.

5.3 FCS 9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene.

5.4 FCS 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans.

5.5 FCS 9.3.2 Analyze nutritional data

5.6 FCS 9.3.5 Analyze recipe/ formula proportions and modifications for food production

5.7 FCS 9.3.5 Critique the selection of foods to promote a healthy lifestyle.

5.8 FCS 9.3.7 Categorize foods into exchange groups and plan menus, applying the exchange system to meet various nutrient needs.

5.9 FCS 9.4.1 Analyze nutritional needs of individuals

5.10 FCS 9.5.3 Prepare food for presentation and assessment.

5.11 FCS 9.5.4 Maintain test kitchen/ laboratory and related equipment and supplies.

5.12 FCS 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices

5.13 FCS 9.6.2 Implement food preparation, production, and testing systems.

5.14 FCS 9.6.6 Analyze new products

5.15 FCS 9.6.9 Utilize food code points of time, temperature, date markings, cross contamination, hand washing, and personal hygiene as criteria for safe food preparation.

ALIGNED WASHINGTON STATE STANDARDS

Art	1.2 Develop arts skills and techniques
Communications	SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
COMMON CORE	SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to

Speaking and Listening Standards	<p>make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
Educational Technology	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
Health and Fitness	<p>1.2.2 Applies and/or evaluates skills and strategies necessary for effective participation in physical activities.</p> <p>1.3.2 Analyzes the progress of a personal fitness plan</p> <p>1.5.4 Evaluates how healthy and unhealthy eating patterns impact the function of the body.</p> <p>3.2: Evaluates health and fitness information.</p> <p>4.1.1 Analyzes daily health and fitness habits.</p> <p>4.2 Develops and monitors a health and fitness plan.</p>
Reading COMMON CORE	<p>RST3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
Writing COMMON CORE	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

UNIT 6 Adult Relationships & Responsibilities

Performance Assessment

Power point, info graphic or brochure on lessons learned. Evaluated by instructor and peers.

Embedded Leadership Activities

21st Century Skills- Creative and Innovations- all
Life and Career Skills-all

STANDARDS AND COMPETENCIES

Standard/Unit: Adult Relationships & Responsibilities

Competencies

Total Learning Hours for Unit: 20

- 6.1 FCS 13.1 Analyze functions and expectations of various types of relationships.
- 6.2 FCS 13.1.5 Analyze processes for handling unhealthy relationships. Demonstrate stress management strategies for family, work, and community settings.
- 6.3 FCS 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.
- 6.4 FCS 13.3 Demonstrate communication skills that contribute to positive relationships.
- 6.5 FCS 13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
- 6.6 FCS 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members. 15. 1 Analyze roles and responsibilities of parenting.
- 6.7 FCS 15.1.1 Analyze parenting roles across the life span.
- 6.8 FCS 15.1.2 Analyze expectations and responsibilities of parenting.
- 6.9 FCS 15.1.3 Analyze consequences of parenting practices to the individual, family, and society.
- 6.10 FCS 15.3.1 Assess community resources and services available to families.

ALIGNED WASHINGTON STATE STANDARDS

<p>Communications</p> <p>COMMON CORE Speaking and Listening Standards</p>	<p>SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Educational Technology</p>	<p>1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <p>2.2.1 Develop skills to use technology effectively.</p>
<p>Health and Fitness</p>	<p>2.2.2 Understands how to maintain sexual health throughout life.</p> <p>2.3: Understands the concepts of prevention and control of disease.</p> <p>2.4: Acquires skills to live safely and reduce health risks.</p> <p>2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.</p> <p>3.3.1 Analyzes conflict situations</p>

Writing COMMON CORE	<p>W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
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21st CENTURY SKILLS

Check those that students will demonstrate in this standard/unit:

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
<p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input checked="" type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Manage Goals and Time</p> <p><input checked="" type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>