

INDEPENDENT LIVING

MIS03 09025

To prepare students for responsibilities involved in becoming self-sufficient young adults preparing for life away from the parental home during or immediately following high school. Course content may include: living independently; supporting oneself; making financial decisions^{**}; making choices about housing, nutrition and food, clothing, transportation, health and wellness; using time to achieve personal goals; finding balance in life; current issues that affect personal decisions; societal and environmental impacts of personal decisions; sources of support and assistance in the community; leadership development.

**It is recommended that enrollment of students below grade 10 be limited to students with special needs who must develop basic living skills, and that the instructional topics be adjusted accordingly.*

***This course may include concepts of personal finance such as checkbook mechanics, saving for larger purchases, credit, earning power, taxation and paycheck withholdings, college costs, making and living within a budget, mortgages, retirement savings, and investments.*

Credit ¼, ½, or 1 credit
Max credit = 1

Level Grades 9-12

<p>Standard 1</p>	<p><i>CAREER, COMMUNITY, and FAMILY CONNECTIONS</i> Integrate multiple life roles and responsibilities in family, work, and community settings.</p>	
<p>Topic 1.1</p>	<p>Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). Student Competencies</p>	
	<p>1.1.1</p>	<p>Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.</p>
	<p>1.1.2</p>	<p>Analyze the effects of social, economic, and technological changes on work and family dynamics.</p>
	<p>1.1.3</p>	<p>Analyze ways that individual career goals can affect the family’s capacity to meet goals for all family members.</p>
	<p>1.1.4</p>	<p>Analyze potential effects of career path decisions on balancing work and family.</p>

	1.1.5	Determine goals for life-long learning and leisure opportunities for all family members.
	1.1.6	Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
Topic 1.2	Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community, and workplace settings.	
Student Competencies		
	1.2.1	Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.
	1.2.2	Demonstrate job seeking and job keeping skills.
	1.2.3	Apply communication skills in school, community, and workplace settings and with diverse populations.
	1.2.4	Demonstrate teamwork skills in school, community, and workplace settings and with diverse populations.
	1.2.5	Analyze future-ready strategies to shape, manage, and utilize change, including changing technologies, in workplace settings.
	1.2.6	Demonstrate leadership skills and abilities in school, workplace, and community settings.
	1.2.7	Analyze factors that contribute to maintaining safe and healthy school, work, and community environments.
	1.2.8	Demonstrate employability skills, work ethics, and professionalism.
Topic 1.3	Evaluate the reciprocal effects of individual and family participation in community and civic activities.	
Student Competencies		
	1.3.1	Analyze goals that support individuals and family members in carrying out community and civic responsibilities.
	1.3.2	Demonstrate skills that individuals and families can utilize to support civic engagement in community activities.
	1.3.3	Analyze personal and family assets and skills that provide service to the community.
	1.3.4	Analyze community resources and systems of formal and informal support available to individuals and families.
	1.3.5	Analyze the effects of federal, state, and local public policies, agencies, and institutions on the family.
	1.3.6	Identify ways individuals and families can influence change in policies, agencies, and institutions that affect individuals and families.
Standard 2	<i>CONSUMER and FAMILY RESOURCES</i> Evaluate management practices related to the human, economic, and environmental resources in a global context.	
Topic 2.1	Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital.	
Student Competencies		
	2.1.1	Apply time management, organizational, and process skills to prioritize tasks and achieve goals.
	2.1.2	Analyze how individuals and families make choices to satisfy needs and wants.
	2.1.3	Analyze decisions about providing safe and nutritious food for individuals and families.
	2.1.4	Apply consumer skills to providing and maintaining clothing.

	2.1.5	Apply consumer skills to decisions about housing, utilities, and furnishings.
	2.1.6	Summarize information about procuring and maintaining health care to meet the needs of individuals and family members.
	2.1.7	Apply consumer skills to decisions about recreation.
	2.1.8	Apply consumer skills to acquire and maintain transportation that meets the needs of individuals and family members.
Topic 2.2	Analyze the relationship between the global environment and family and consumer resources.	
	Student Competencies	
	2.2.3	Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.
Topic 2.3	Analyze policies that support consumer rights and responsibilities.	
	Student Competencies	
	2.3.1	Analyze state and federal policies and laws providing consumer protection.
	2.3.3	Analyze skills used in seeking information regarding consumer rights.
Topic 2.4	Evaluate the effects of technology on individual and family resources in a global context.	
	Student Competencies	
	2.4.1	Analyze types of technology and software programs that affect family and consumer decision-making.
	2.4.2	Analyze how media and technological advances influence family and consumer decisions.
	2.4.3	Assess the use of technology and its effect on quality of life.
Topic 2.5	Analyze relationships between the economic system and consumer actions in a global context.	
	Student Competencies	
	2.5.1	Analyze the use of resources in making choices that satisfy needs and wants of individuals, Families, and communities.
	2.5.2	Analyze individual and family roles in the economic system.
	2.5.3	Analyze economic effects of laws and regulations that pertain to consumers and providers of services.
	2.5.4	Analyze practices that allow families to maintain economic self-sufficiency.
Topic 2.6	Demonstrate management of financial resources to meet the goals of individuals and families across the life span.	
	Student Competencies	
	2.6.1	Evaluate the need for personal and family financial planning.
	2.6.2	Apply financial management principles to individual and family financial practices.
	2.6.3	Apply management principles to decisions about insurance for individuals and families.
	2.6.4	Evaluate personal and legal documents related to effective management of individual and family finances.
Topic 2.7	Demonstrate the ability to use knowledge and skills to manage one's financial resources effectively for a lifetime of financial security.	
	Student Competencies	

	2.7.2	Analyze how education, income, career, and life choices relate to achieving financial goals.
	2.7.3	Manage money effectively by developing financial goals and budgets.
	2.7.4	Manage credit and debt to remain both creditworthy and financially secure.
	2.7.5	Analyze the features of insurance, its role in balancing risk and benefits in financial planning.
	2.7.6	Analyze saving and investing to build long-term financial security and wealth.
Standard 3	<i>CONSUMER SERVICES</i> Integrate knowledge, skills, and practices needed for a career in consumer services.	
Topic 3.1	Analyze career paths within consumer service industries.	
	Student Competencies	
	3.1.4	Analyze the effects of the consumer service industry on local, state, national, and global economies.
Topic 3.3	Analyze factors in guiding development of long-term financial management plans.	
	Student Competencies	
	3.3.1	Explain the effects of the economy on personal income, individual and family security, and consumer decisions.
	3.3.2	Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources for a variety of diverse populations.
	3.3.3	Analyze the effect of consumer credit on short and long-term financial planning.
	3.3.4	Compare investment and savings alternatives.
	3.3.5	Examine the effects of risk management strategies on long-term financial planning.
	3.3.6	Analyze the effect of key lifecycle transitions on financial planning.
	3.3.8	Analyze factors that influence establishing and maintaining a good credit rating and the effect of credit ratings on rates and terms for credit and insurance.
Topic 3.5	Demonstrate skills needed for product development, testing, and presentation.	
	Student Competencies	
	3.5.3	Analyze features, prices, product information, styles, and performance of consumer goods for potential global impact and trade-offs among the components.
	3.5.4	Evaluate a product utilizing valid and reliable testing procedures.
	3.5.6	Evaluate the labeling, packaging, and support materials of consumer goods.
	3.5.8	Utilize appropriate marketing and sales techniques to aid consumers in the selection of goods and services that meet consumer needs.

Standard 6	<i>FAMILY</i> Evaluate the significance of family and its effects on the well-being of individuals and society.	
Topic 6.2	Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.	
	Student Competencies	
	6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
Standard 7	<i>FAMILY and HUMAN SERVICES</i> Synthesize knowledge, skills, and practices required for careers in family and human services.	
Topic 7.3	Demonstrate professional behaviors, skills, and knowledge in providing family and human services.	
	Student Competencies	
	7.3.2	Demonstrate professional and ethical behavior with peers in a variety of settings.
Topic 7.4	Analyze the impact of conditions that could influence the well-being of individuals and families.	
	Student Competencies	
	7.4.4	Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
	7.4.6	Summarize the appropriate support needed to address selected human services issues.
Topic 7.5	Evaluate services for individuals and families with a variety of conditions that could impact their well-being.	
	Student Competencies	
	7.5.3	Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
	7.5.4	Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
	7.5.6	Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
	7.5.7	Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.
Standard 8	<i>FOOD PRODUCTION and SERVICES</i> Integrate knowledge, skills, and practices required for careers in food production and services.	
Topic 8.2	Demonstrate food safety and sanitation procedures.	
	Student Competencies	
	8.2.2	Employ food service management safety/sanitation program procedures, including CPR and first aid.

Topic 8.4	Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs.	
	Student Competencies	
	8.4.7	Apply principles of measurement, portion control, conversions, food cost analysis and control, menu terminology, and menu pricing to menu planning.
Standard 11	<i>HOUSING and INTERIOR DESIGN</i> Integrate knowledge, skills, and practices required for careers in housing and interior design.	
Topic 11.6	Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors.	
	Student Competencies	
	11.6.1	Assess financial resources needed to improve interior space.
	11.6.2	Assess client's community, family, and financial resources needed to achieve housing and interior design goals.
Standard 13	<i>INTERPERSONAL RELATIONSHIPS</i> Demonstrate respectful and caring relationships in the family, workplace, and community.	
Topic 13.1	Analyze functions and expectations of various types of relationships.	
	Student Competencies	
	13.1.1	Analyze processes for building and maintaining interpersonal relationships.
	13.1.4	Analyze factors that contribute to healthy and unhealthy relationships.
	13.1.5	Analyze processes for handling unhealthy relationships.
Topic 13.3	Demonstrate communication skills that contribute to positive relationships.	
	Student Competencies	
	13.3.1	Analyze communication styles and their effects on relationships.
	13.3.2	Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.
	13.3.3	Demonstrate effective listening and feedback techniques.
	13.3.4	Analyze strategies to overcome communication barriers in family, community, and work settings.
	13.3.5	Apply ethical principles of communication in family, community, and work settings.
	13.3.6	Analyze the effects of communication technology in family, work, and community settings.
	13.3.7	Analyze the roles and functions of communication in family, work, and community settings.
Topic 13.4	Evaluate effective conflict prevention and management techniques.	
	Student Competencies	
	13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.

	13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
	13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
	13.4.4	Demonstrate nonviolent strategies that address conflict.
	13.4.5	Demonstrate effective responses to harassment.
	13.4.6	Assess community resources that support conflict prevention and management.
Topic 13.5	Demonstrate teamwork and leadership skills in the family, workplace, and community.	
	Student Competencies	
	13.5.1	Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
	13.5.2	Demonstrate strategies to motivate, encourage, and build trust in group members.
	13.5.3	Demonstrate strategies that utilize the strengths and minimize the limitations of team members.
	13.5.4	Demonstrate techniques that develop team and community spirit.
	13.5.5	Demonstrate ways to organize and delegate responsibilities.
	13.5.6	Create strategies to integrate new members into the team.
	13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
Topic 13.6	Demonstrate standards that guide behavior in interpersonal relationships.	
	Student Competencies	
	13.6.1	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
	13.6.2	Apply ethical guidelines when assessing interpersonal issues and situations.
	13.6.3	Apply critical thinking and ethical standards when making judgments and taking action.
	13.6.4	Demonstrate ethical behavior in family, workplace, and community settings.
	13.6.5	Compare the relative merits of opposing points of view regarding current ethical issues.
Standard 14	<i>NUTRITION and WELLNESS</i> Demonstrate nutrition and wellness practices that enhance individual and family well-being.	
Topic 14.1	Analyze factors that influence nutrition and wellness practices across the life span.	
	Student Competencies	
	14.1.1	Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.
	14.1.2	Investigate the effects of psychological, cultural, and social influences on food choices and other nutritional practices.
	14.1.3	Investigate the governmental, economic, and technological influences on food choices and practices.
	14.1.4	Analyze the effects of global, regional, and local events and conditions on food choices and practices.

Topic 14.2	Examine the nutritional needs of individuals and families in relation to health and wellness across the life span.	
	Student Competencies	
	14.2.1	Evaluate the effect of nutrients on health, wellness, and performance.
	14.2.2	Analyze the relationships of nutrition and wellness to individual and family health throughout the life span.
	14.2.3	Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
	14.2.4	Analyze sources of food and nutrition information, including food labels, related to health and wellness.
Topic 14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.	
	Student Competencies	
	14.3.1	Apply current dietary guidelines in planning to meet nutrition and wellness needs.
	14.3.2	Design strategies that address the health and nutrition recommendations for individuals and families, including those with needs.
	14.3.3	Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing food and food product.
Standard 16	<i>TEXTILES, FASHION, and APPAREL</i>	
	Integrate knowledge, skills, and practices required for careers in textiles and apparels.	
Topic 16.2	Evaluate textiles, fashion, and apparel products and materials and their use in diverse settings.	
	Student Competencies	
	16.2.5	Demonstrate appropriate procedures for care and disposal or recycling of textile products, considering diverse needs locally and globally.
Topic 16.4	Demonstrate skills needed to produce, alter, or repair textiles, fashion, and apparel.	
	Student Competencies	
	16.4.1	Demonstrate professional skills in using traditional and technologically innovative equipment, tools, and supplies in textiles, fashion, and apparel construction, alteration, repair, and recycling.
	16.4.3	Use appropriate industry products and materials for cleaning, pressing, and finishing textiles, fashion, and apparel.

Overview

The Committee felt that an Overview is unnecessary for Independent Living, as it is a stand-alone course and does not reach into the more general classes taught in lower levels.