



**Shamokin Secondary
Course Overview**



Course: Life Management

Teacher: Certified Family & Consumer Sciences Teacher

Course Introduction:

Skills: Observation, critical thinking, cooperative learning, hands-on application, teamwork, performance, responsibility and respect.

Purpose: Preparing students with the necessary skills to live independently while learning to set career goals and identifying personal values that will guide them in life.

Description: Students will learn how to survive after leaving home with units on budgeting, banking, careers, values, goals and advertisements, meal planning, food preparation, housing, clothing and textiles and organization of space.

Course Text or Student Materials:

- Teacher created study guides, outlines, and packets for each unit of study
- Online resources - Google - laptops
- “The Life Times” Budgeting Program
- Teacher created rubrics and assessments for each unit of study
- Life Management dvds:
 - Rudy - Goal Setting
 - Table Manners & Etiquette

Units of Study:

Values Unit

Big Idea(s): Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society. Our parents, peers, teachers, families and the social environment around us are the determining factors through which values are formed. Values are gradually formed through what we are taught and childhood experiences. Human values are instilled at an early age and acquired through the social environment.

Student Objectives:

- Describe people’s personalities.
- Listen to others, contribute to class discussions and participate in small and large group discussions and presentations.
- Understand the different forms of relationships.
- Understand the importance of values and goals in decision making.
- Understand goal setting.
- Understand the effectiveness of teamwork and collaboration.

Standards/Anchors:

11.2.9.A

Solve dilemmas using a practical reasoning approach

- Identify situation
- Identify reliable information
- List choices and examine the consequences of each
- Develop a plan of action
- Draw conclusions
- Reflect on decisions

11.2.9.C

Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family

		<p>11.2.9.H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>11.2.12.A Justify solutions developed by using practical reasoning skills.</p> <p>11.2.12.H Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.</p>
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<p>Units of Study:</p> <p>Goals Unit Long Term Goals Short Term Goals Goal Setting</p> <p><i>Big Idea: Setting goals gives you long-term vision and short-term motivation. It focuses your acquisition of knowledge, and helps you to organize your time and your resources so that you can make the very most of your life.</i></p>	<p>Student Objectives:</p> <ul style="list-style-type: none"> • Understand the difference between long term and short term goals. • Describe long term and short term goals. • Understand the importance of goal setting. • Understand the various steps involved in reaching and maintaining one's goals. • Understand that responsible consumers use effective resource management to accomplish individual, family and community goals. 	<p>Standards/Anchors:</p> <p>13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>13.4.11.B Analyze entrepreneurship as it relates to personal character traits.</p> <p>11.2.9.H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> • Identify situation • Identify reliable information
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		<ul style="list-style-type: none"> ● List choices and examine the consequences of each ● Develop a plan of action ● Draw conclusions ● Reflect on decisions
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<p>Units of Study:</p> <p>Advertising Unit Entrepreneurship Advertising Techniques Quack Advertisements</p> <p><i>Big Idea(s): Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people. Advertising impacts everything around us.</i></p>	<p>Student Objectives:</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ● <i>What influences an entrepreneurial venture?</i> ● <i>How does an entrepreneur use technology to impact the operations and performance of a business?</i> ● <i>What are the various types of advertisements and what role do they play in our decision making?</i> ● <i>How do interests, abilities, and resources guide a career choice?</i> <ul style="list-style-type: none"> ● Identify key components of creating advertisements ● Define an Entrepreneur ● Describe an Entrepreneurship ● Create an advertisements using key features ● Understand Quack Advertisements ● Create a Powerpoint Project displaying advertisement techniques 	<p>Standards/Anchors:</p> <p>13.4.11.B Analyze entrepreneurship as it relates to personal character traits.</p> <p>13.4.8.C Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Business idea ● Competitive analysis ● Daily operations ● Finances/budget ● Marketing ● Productive resources (human, capital, natural) ● Sales forecasting <p>6.2.12.C. Predict and evaluate how media affects markets.</p> <p>11.1.9.B Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, noncash systems, investments, insurance).</p> <p>11.1.9.F</p>
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		<p>Evaluate different strategies to obtain consumer goods and services.</p> <p>13.4.8.A Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Benefits ● Job security ● Operating costs ● Wages <p>13.3.8.B Analyze the role of each participant's contribution in a team setting.</p> <p>13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>13.4.11.B Analyze entrepreneurship as it relates to personal character traits.</p> <p>11.2.9.H Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.</p> <p>11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> ● Identify situation ● Identify reliable information ● List choices and examine the consequences of each
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		<ul style="list-style-type: none"> ● Develop a plan of action ● Draw conclusions ● Reflect on decisions
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<p>Units of Study:</p> <p style="text-align: center;">Careers Unit Entrepreneur Interview Skills Goal Setting - Career Path Communication Skills</p> <p><i>Big Idea: Comprehensive planning leads to effective career decisions. Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process. Careful planning is fundamental to success.</i></p>	<p>Student Objectives:</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ● <i>Why is planning important to success?</i> ● <i>What types of decisions regarding further education are critical for career retention and advancement?</i> ● <i>How can recognizing the role of one's own habits and attitudes enter into career decision-making?</i> ● <i>What characteristics do you possess that positively and/or negatively impact team success in school, in activities/sports and in work-related settings?</i> <ul style="list-style-type: none"> ● Understand the difference between long term and short term goals. ● Understand the importance of goal setting. ● Understand the various steps involved in reaching and maintaining one's goals. ● Demonstrate proper interview skills. ● Understand the basics of soft skills of interviewing. ● Practice proper communication skills. ● Demonstrate knowledge of Entrepreneurship. 	<p>Standards/Anchors:</p> <p>13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>13.4.11.B Analyze entrepreneurship as it relates to personal character traits.</p> <p>13.4.8.C Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Business idea ● Competitive analysis ● Daily operations ● Finances/budget ● Marketing ● Productive resources (human, capital, natural) ● Sales forecasting <p>13.4.8.A Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> ● Benefits ● Job security ● Operating costs ● Wages
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<p>Units of Study:</p> <p>Personal Finance Unit: Financial Goals Decision Making Checking Savings Budgeting Credit Insurance Marketing</p>	<p>Student Objectives:</p> <p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> ● <i>How do financial goals vary across a person's lifetime?</i> ● <i>In what ways does money management impact reaching financial goals?</i> ● <i>What constitutes sound financial decision making?</i> ● <i>How does organized record keeping impact finances?</i> ● <i>What factors impact a person's spending plan?</i> 	<p>Standards/Anchors:</p> <p>11.2.6.A Contrast the solutions reached through the use of a simple decision making process that includes analyzing consequences of alternative solutions against snap decision making methods.</p> <p>11.1.12.B Analyze the management of financial resources across the lifespan.</p> <p>11.1.9.B</p>
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<p><i>Big Idea: Money management includes setting goals and developing a plan for how to spend, save, and share financial resources.</i></p>	<ul style="list-style-type: none"> • Understand and demonstrate knowledge of basic banking and budgeting skills • Prepare checks, deposit slips, and withdrawal slips • Balance a check register • Understand the importance of maintaining good credit • Understand the concept of Insurance • Demonstrate basic Marketing strategies 	<p>Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).</p> <p>11.1.9.C Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).</p> <p>11.1.12.E Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).</p> <p>13.4.8.C Identify and describe the basic components of a business plan, such as, but not limited to:</p> <ul style="list-style-type: none"> • Business idea • Competitive analysis • Daily operations • Finances/budget • Marketing • Productive resources (human, capital, natural) • Sales forecasting <p>13.4.8.A Compare and contrast entrepreneurship to traditional employment, such as, but not limited to:</p> <ul style="list-style-type: none"> • Benefits • Job security • Operating costs • Wages
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		<p>11.2.9.A Solve dilemmas using a practical reasoning approach</p> <ul style="list-style-type: none"> ● Identify situation ● Identify reliable information ● List choices and examine the consequences of each ● Develop a plan of action ● Draw conclusions ● Reflect on decisions <p>2.1 Numbers and Operations</p> <p>2.2 Algebraic Concepts</p>
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Units of Study:	Student Objectives:	Standards/Anchors:
<p>Kitchen Safety Unit Basic Safety Techniques Proper Knife Skills Measuring Skills Basic Kitchen Safety & Sanitation Techniques Nutritional Facts and Labels</p>	<ul style="list-style-type: none"> ● Understand the importance of practicing proper safety techniques in the kitchen. ● Demonstrate knowledge of proper safety techniques. ● Demonstrate knowledge of basic knife skills. ● Demonstrate simple measuring techniques. ● Understand the impact of food addictions and eating disorders on health. ● Understand the relationship between diet and disease. ● Understand the proper methods to meal planning. ● Comprehend nutrition labels and facts. 	<p>11.3.9.C Analyze the impact of food addictions and eating disorders on health.</p> <p>11.3.9.D Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>11.3.9.F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations,</p>

		<p>sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>11.3.12.E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>11.3.12.F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.</p> <p>11.3.12.G Analyze the relevance of scientific principles to food processing, preparation and packaging.</p>
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Units of Study: Cooking Unit Food Group Components Parts of a Meal	Student Objectives: <ul style="list-style-type: none"> Understand the importance of practicing proper safety techniques in the kitchen. 	Standards/Anchors: 11.3.9.C
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<p>Meal Preparation Proper Kitchen Safety Techniques</p>	<ul style="list-style-type: none"> ● Explore the food pyramid and its components. ● Explore the variations within the food groups. ● Demonstrate knowledge of proper safety techniques. ● Demonstrate knowledge of basic knife skills. ● Demonstrate simple measuring techniques. ● Understand the impact of food addictions and eating disorders on health. ● Understand the relationship between diet and disease. ● Understand the proper methods to meal planning. ● Comprehend nutrition labels and facts. 	<p>Analyze the impact of food addictions and eating disorders on health.</p> <p>11.3.9.D Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).</p> <p>11.3.9.F Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).</p> <p>11.3.12.C Evaluate sources of food and nutrition information.</p> <p>11.3.12.D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).</p> <p>11.3.12.E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.</p> <p>11.3.12.F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the</p>
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Instructional Plan:

A typical class will begin with the completion of the Bell Ringer, and then a review of the classwork that was covered in previous class periods. The majority of each class period will be devoted to either lecture, group or independent work, and/or laboratory and computer activities. The instructor will be utilizing a variety of instructional resources to reinforce and differentiate the instruction for the varying levels of students in the class.

Students will be guided through problem-solving strategies for each unit and will then spend the majority of the unit working either independently or in small groups on various lab activities, computer simulations, and reinforcement exercises.

Students will be assessed regularly through quizzes and exams, in addition to regular, in-formal observation by the classroom teacher. A comprehensive final exam will be administered upon completion of the course.

Student Assistance:

Teacher will be available for additional tutoring or instruction before/and or after school, as well as during class time and study hall. Students may utilize teacher websites as well as Google Classroom for accessing resources. In addition, supplemental reinforcement exercises may be assigned at the discretion of the instructor.

Assessments and Evaluation:	Grading:	Homework/Procedures:
<p>Formal and Informal Assessments:</p> <ul style="list-style-type: none"> • Quizzes • Unit tests • Laboratory/computer activities • Checking for understanding 	<p>Numerical percentages will be calculated by using a point system.</p> <p>Progress reports will be issued twice each marking period.</p> <p>Report cards will be issued quarterly.</p>	<p>Homework will be assigned on an as needed basis.</p> <p>Students will be able to seek help either before or after school if necessary to complete the homework.</p>

Student and Parent Communication:
<p>A course syllabus will be reviewed at the beginning of the course. Teachers will make a minimum of three parent communications each week. Grades will be issued every three weeks via progress reports, and quarterly via report cards.</p>

Student Expectations and Classroom Rules of Conduct

Students will appropriately participate and follow all policies as outlined in the Shamokin Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines.