




Living Skills

Teacher: Christie Larson


September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ: WHAT ARE THE SKILLS ESSENTIAL IN MAKING GOOD DECISIONS THROUGHOUT LIFE?</p> <p>Standards throughout course: </p> <p><i>UEQ: Personal Growth</i></p> <ul style="list-style-type: none"> • <i>What are the characteristics of personality?</i> • <i>What can we do to boost self-esteem?</i> • <i>How do we acquire our values?</i> <p><i>What are the benefits of a positive attitude?</i></p> <p>A. Personal Growth A1: Personality characteristics A2: Values A3: Self-esteem A4: Benefits of a positive attitude</p>	<p>A. Personal Growth A1: Describe characteristics of personality A2: Describe how we acquire our values. A3: Suggest strategies</p>	<p>A. Personal Growth ALT1. I can describe characteristics of personality.</p> <p>ALT2. I can compare ways people acquire values.</p>	<p>A. Personal Growth A1: Chapter 1 Reviewing Key Terms & Ideas A2: Chapter 2 Study Guide</p> <p>CSA = Test - Chapters 1 and 2</p>	<p>"Managing Life Skills, 2016"</p> <p>A. Personal Growth Chapter 1 - Personal Growth Chapter 2 - Character Building <u>Chapter 1 VOCAB</u> Personality</p>

<p>Minnesota FCS Frameworks/Standards: MPF 1.3</p> <p>UEQ: <i>Communication</i></p> <ul style="list-style-type: none"> •What are the different types of communication? •How can I be better at communicating? <p>B. Communication B1: Effective and Ineffective Communication B2: Communication styles  </p>	<p>for boosting self-esteem A4: Identify the benefits of a positive attitude.</p> <p>B. Communication B1: Differentiate between the different types of communication. B2: Practice using different communication styles.</p>	<p>B. Communication</p> <p>BLT1. I can describe effective and ineffective ways of communicating.</p>	<p>CA = All About Me poster</p> <p>B. Communication B1: Communication notes B1: Video Analysis B2: "I" and "You" Messages WS</p> <p>CA = Chapter 15 Test</p>	<p>Introspective Morality Value Self-concept Self-esteem Potential Procrastination Abstinence Personal Growth Competence Resilient Perseverance</p> <p><u>Chapter 3 VOCAB</u> Character Consequence Mentor Personal Standard Proactive Peer Pressure Discretion Ethics</p> <p>B. Communication Chapter 15 - Communication Skills</p> <p><u>Chapter 15 VOCAB</u> Verbal Communication Non-verbal Communication "I" Messages "You" Messages</p>
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				Mixed Messages Assertive Passive Aggressive Active Listening
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October 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>UEQ: Clothing</i></p> <ul style="list-style-type: none"> • How do you make basic clothing repairs? • How do you care for clothes? <p><i>How do you use a sewing machine?</i></p> <p>C. Clothing</p> <p>C1. Clothing care C2. Clothing repair C3. Sewing Machines</p>  <p><i>UEQ: Nutrition and Food</i></p> <ul style="list-style-type: none"> • How do we stay safe in the kitchen? • How do we prepare basic 	<p>C. Clothing</p> <p>C1. Explain the importance of proper clothing care and be able to select appropriate laundry methods. C2. Repair a hem and sew on a button C3. Complete a pair of PJ pants by using a sewing machine.</p>	<p>C. Clothing</p> <p>CLT1. I can make simple repairs to clothing. CLT2. I can operate a sewing machine.</p>	<p>C. Clothing</p> <p>C1. Laundry homework assignment C2. Sewing projects - hemming and sewing on buttons</p> <p>CA = Sewing Projects CA = Laundry Assignment</p>	<p>C. Clothing</p> <p>C1. Laundry Essentials Reading C1. Clothing Care DVD</p> <p><u>VOCAB</u> Seam Seam Gauge Seam Ripper Seam Allowance Hem</p>

foods?
 • *What is proper nutrition?*
 • *How do we make healthy food choices?*

D. Nutrition and Food Choices

D1. Kitchen safety and sanitation

D2. Food preparation basics

D3. Healthy food choices

D4. Food Labels 

D. Nutrition and Food Choices

D1. Give guidelines for preventing accidents, injuries and foodborne illness in the kitchen.

D2. Identify information found in a recipe and describe different preparation methods.

D3. Describe how to make healthy food choices using Myplate.gov.

D4. Identify the components of the food label.

D. Nutrition and Food Choices

DLT1. I can follow a recipe with my group members.

DLT2. I can make healthy food choices using Myplate.

DLT3. I can read and understand food labels.

D. Nutrition and Food Choices

D1. Safety and Sanitation lecture notes

D1: Chapter 27 Questions

D2: Chapter 29 Questions

D3: Chapter 30 Questions

D3: Junk Food Wars DVD WS

D3: The Truth About Whole Grains reading

D4. *Understanding a Food Label* DVD worksheet

CA = Various Food Labs

D. Nutrition and Food Choices

Chapter 27 - Nutrition and Meal Planning

Chapter 29 - Safe Kitchen, Safe Food

Chapter 30 - Prepare and Serve Meals

myplate.gov

VOCAB

Cross-Contamination

Yield



Food-borne Illness


Extras

Understanding a Food Label DVD

Junk Food Wars DVD

November 2020

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<p><i>UEQ: Relationships</i> <i>How do I create and maintain strong relationships?</i> <i>What does it mean to be a good friend?</i> <i>What are the functions of families?</i> <i>How can families be strengthened?</i> <i>How can changes and crises affect families.</i> </p> <p>E. Successful Relationships E1: Kinds of Relationships E2: Maintain Strong Relationships E3: Unhealthy Relationships </p>	<p>E. Successful Relationships E1: Distinguish among the different kinds of relationships. E2: Describe ways to create and maintain strong relationships. E3: Identify characteristics of an unhealthy relationship.</p>	<p>E. Successful Relationships ELT1. I can describe ways to create and maintain strong relationships. ELT2. I can identify characteristics of an unhealthy relationship.</p>	<p>E. Successful Relationships Chapter 18 - Rank Qualities of Strong Relationships Ch. 18 Questions</p>	<p>"Creative Living Skills, 2006"</p> <p>E. Successful Relationships Chapter 18 - Understanding Relationships</p> <p><u>Chapter 18 VOCAB</u> Relationship Expectation Tolerance Discrimination Stereotype Isolated Inadequate Dependent Vulnerable</p>

<p>F. Friendships F1: Qualities of Friendships F2: Strengthening Friendships F3: Problems in Friendships F4: Responsible Dating</p> <p>G. Families G1: Types of families G2: Functions of families G3: Ways to strengthen families G4: Changes and crises</p>  <p><i>UEQ: Financial Decisions</i> •How do values relate to financial decisions? •What is financial management?</p>	<p>F. Friendships F1: List qualities of strong friendships. F2: Describe ways to strengthen friendships. F3: List guidelines for responsible dating.</p> <p>G. Families G1: Compare the different family forms. G2: Explain the primary function of families. G3: Give examples of ways to strengthen families. G4: Explain how changes and crises affect families.</p>	<p>F. Friendships FLT1. I can list guidelines for responsible dating.</p> <p>G. Families GLT1. I can describe the function of families GLT2. I describe ways to strengthen relationships.</p>	<p>F. Friendships Discussion on the following articles "When Best Friends Break Up," "Is FB Making You Mean," "The Girl Who Got Even" Ch. 20 Questions</p> <p>G. Families G1-34: Chapter 19 Review WS G2: Male and Female Roles - Notes G1-G2: Birth Order presentations G4: <i>The Scoop on Blended Families</i> DVD worksheet</p> <p>CA = Family Album Project</p>	<p>F. Friendships Chapter 20 - Your Friends Chapter 21 - Dating and Marriage</p> <p><u>Chapter 21 and 22 VOCAB</u> Reciprocity Clique Harassment Love Infatuation</p> <p>G. Families Chapter 19 - Your Family</p> <p><i>The Scoop on Blended Families</i> DVD Birth Order video</p> <p><u>Chapter 19 and 20 VOCAB</u> Nurture Socialization Family Life Cycle Intergenerational Support System Crisis Custody Grief Substance abuse Alcoholism Abuse</p>
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<p>•<i>What skills are needed in order to successfully manage your money?</i></p> <p>H. Financial Decisions H1: Relationship to values; wants & needs H2: Bank accounts H3: Following a budget</p> <p>Minnesota FCS Frameworks/Standards:</p> <p>MPF 2.3, 2.4 MPF 3.1, 3.2 MPF 4.2, 4.3</p>	<p>H. Financial Decisions H1: Discuss the relationship between you values, wants & needs and financial decisions. H2: Apply strategies for selecting and using bank accounts. H3: Explain the steps involved in setting up and using a budget.</p>	<p>H. Financial Decisions</p> <p>HLT1. I can describe how my values, needs and wants affect my financial decisions.</p> <p>HLT2. I can successfully use and balance a checkbook.</p>	<p>H. Financial Decisions H1. 2.17.2 "Exploring Values, Needs and Wants" H1. 2.2.1 "Comparison Shopping Splendor" H2. 2.7.3 "Checking Account and Debit Card Simulation" H2: Checkbook Quiz H3: 2.15.2 "Major Expenditure Mania"</p> <p>CA = Checkbook Simulation</p>	<p>Neglect</p> <p>H. Financial Decisions H1-H3 FEFE "Get Ready to Take Charge of Your Finances" curriculum http://www.fefe.arizona.edu/cu...</p> <p><u>VOCAB</u> Comparison Shopping Opportunity Cost Endorsement Debit Withdrawal Expenditure</p>
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