

Tamalpais Union High School District

Larkspur, California

Course of Study

Independent Living 1-2

I. INTRODUCTION

Independent Living is a one-year course designed to prepare students for the occupation of homemaking. It builds the basic academic skills and includes the content in line with the California Home Economics Mode 31 Curriculum Standards and Framework documents. The course is intended as a comprehensive introduction to Family and Consumer Education (primarily for Juniors and Seniors).

II. EXPECTATIONS

A. Objectives

- To develop the skills needed for the occupation of homemaking in the areas of consumer education, education, clothing and textiles, housing, and leadership development.
- To reinforce basic academic mathematical skills as required for the occupation of homemaking and for transfer to other jobs and careers.
- To develop employability skills by providing instruction in job search and retention skills, decision making, leadership, and interpersonal relationships which are directly transferable to jobs and careers.
- To explore career occupations that would use the transferable skills developed in Independent Living.

B. General Competencies; the student will be able to:

- Demonstrate the ability to perform the computations and/or solve word problems that involve the following mathematical skills as required in the instructional area:
 1. Addition, subtraction, multiplication and division of whole numbers, fractions, and decimals.
 2. Percentages.
 3. Interpret symbols.
 4. Accurately weigh or measure materials or objects.
 5. Read, prepare, and interpret charts, graphs, and tables.
 6. Prepare and maintain checks and checkbook registers

7. Use a calculator to perform routine computations required in personal financial management
 8. Apply basic geometry to develop remodeling plans.
 9. Estimation and mental calculation.
 10. Apply specific problem solving strategies as required in personal financial management.
- As required in the instructional area, demonstrate the ability to read, interpret, and
 1. Use correct vocabulary and terminology.
 2. Analyze and communicate relevant ideas and principles.
 3. Write clearly using correct sentence structure and proper mechanics.
 4. Identify and develop good listening skills.

C. Independent Living 1

- Living On Your Own (Family Relations) – 10 hours
- Moneywise (Consumer Education) – 15 hours
- Your Pad (Housing) – 15 hours
- Duds and Suds (Clothing & Textiles) – 20 hours
- Grocery Game (Foods & Nutrition) – 15 hours

D. Independent Living 2

- Getting Wheels (Consumer Education) – 15 hours
- Fix It Workshop (Housing) – 15 hours
- Consumer Action (Consumer Education) – 10 hours
- Life span (Family Relations, child Development) – 20 hours
- Health (Child Development) – 10 hours
- Diet Right (Foods & Nutrition) – 15 hours

III. GENERAL INFORMATION

This course may be taken for five units of credit toward the district's mathematics requirement provided the entire year sequence is completed. It is expected that an average of 3 days per week will focus on a math-related activity.

Independent Living qualifies as a comprehensive homemaking class for federal vocational education funding.

IV. COURSE OF STUDY

A. Independent Living 1

1. Living On Your Own

- Develop goal selection and decision-making skills
 1. Define values, goals, needs and wants, and identify one's own values as well as long and short term goals.
 2. Discuss relationships of values and goals in the decision-making process.
 3. Describe the sequence of steps involved in decision-making.
 4. Apply decision-making process to a variety of family living/parenting situations.

B. Develop time management skills.

1. Analyze how student's time is spent on school/non-school days.
2. Calculate the percentage of time spent on various activities each day.
3. Relate time spent with working toward student's developed long and short term goals.

C. Develop Communication Skills

1. List and describe barriers to effective communication.
2. Practice communication skills such as active listening, "I messages, observing body language, eye contact, etc.
3. Give examples of effective methods of coping with conflict.

D. Promote the value of work and working.

1. Discuss development of "work ethic".
2. Identify stereotyping practices in work situations.
3. Analyze how values and goals relate to career choices.

E. Develop an awareness of community resources for families.

1. Throughout the class, listen to speakers from various community agencies.
2. Identify local community resources to help solve a variety of family problems.

2. Moneywise

A. Plan spending according to values, needs, and income.

- Prepare a realistic budget including all basic needs.
- Differentiate between net and gross income.
- Read interpret wage statements
- Fill out 1040A and t540A income tax.

B. Apply information about types, costs and appropriate uses of credit.

- Compare advantages and disadvantages of using credit.
- List steps in establishing a personal credit rating.
- Compare costs and terms of different types of credit.

- Compute and compare differences in actual costs of products whether paying cash or using credit.
 - Practice different methods of computing interest.
- C. Use information about banking services.**
- Define commonly used banking terms.
 - Practice using banking forms (checks, deposits, withdrawals).
 - Balance bank statements/check register with built-in errors.
- D. Plan for insurance needs.**
- Identify different types of insurance and common terms used in policies.
 - Compare various types of insurance for coverage, terms, price and services.

3. Your Pad

- A. Develop goal selection and decision-making skills relating to housing/home management choices.**
- B. Practice conserving resources**
- Read meters and interpret energy bills.
 - Compare costs, efficiency, etc. of alternate ways of heating and cooling home.
 - Read and interpret labels on energy costs of appliances.
- C. Demonstrates awareness of special housing needs of some family members (children, aged, handicapped, etc.).**
- Describe special needs of family members in relationship to planning and maintaining a clean, orderly, save environment.
 - Evaluate own home in relation to needs of one special group.
 - Investigate the costs of remodeling a room to meet special housing needs.
- D. Select appropriate and affordable home furnishings.**
- Describe how family activities and values influence home furnishings needs and wants.
 - Compare different home furnishing outlets for costs, credit service (furniture stores, auctions, yard sales, classified ads, etc.).
- E. Chose suitable housing from available alternatives.**
- Compare costs of housing rental and ownership alternatives.
 - Analyze financial aspects of renting and buying including rental agreements, leases, mortgage contracts, taxes, insurance, maintenance, financing alternatives, etc.

- Plan a budget for all housing costs (including rent, utilities, furnishings, repair).
- Identify mutual rights/responsibilities of tenants and landlords.

4. Duds and Suds

- A. Develop decision-making skills relating to clothing.**
- Analyze how clothing values are influenced by others.
 - Describe the relationship between energy conservation and clothing choices.
- B. Use information on labels, hang-tags and advertising to evaluate quality, use, care of clothing.**
- Analyze clothing advertisements
 - Identify common fabrics, weaves, and finishes
 - Compare costs, services of clothing sources.
- C. Plan personal clothing budget.**
- Estimate value of clothing student is wearing now and make total wardrobe projection.
 - Using ads, catalogs, other sources, calculate how much it would cost to establish a new wardrobe if student's was destroyed by fire.
 - Voluntarily inventory existing wardrobe.
- D. Care for clothing.**
- Compare costs of clothing care alternatives (home laundry, Laundromat dry cleaners) for time, energy and money costs.
 - Identify types of products best suited for various laundry jobs
 - Practice or observe clothing care procedures.
- E. Repair clothing.**
- Demonstrate operation of sewing machine including threading, seam measurements, stitch length.
 - Perform simple clothing repairs (by hand and machine) including sewing on buttons, patching, fixing hems, restitching seams, and repairing tears.

5. Grocery Game

- A. Compare cost, quality and nutritional value when buying food.**
- Read and interpret food labels and advertising.
 - Identify food shopping practices that save money.

- Observe grocery merchandising techniques.
- Calculate unit prices.
- Estimate costs of sample shopping lists.
- Evaluate convenience food vs. home-prepared foods for costs, quantity and nutritional value.

B. Prepare nutritious snacks

- Learn food measurement equivalents and practice using them including doubling and dividing recipes in half
- Observe food preparation techniques through demonstrations.

C. Conserve resources when planning and preparing food by identifying ways to save energy and water in food preparation.

B. Independent Living 2

1. Getting Wheels

A. Plan transportation spending according to own values, needs and income

- Calculate the cost of operating and maintaining one family vehicle for one month including registrations, insurance, gas and oil, repairs, tickets, tolls, etc.
- Evaluate sources of information about vehicles.
 1. Give examples of reliable vs. unreliable sources.
 2. Differentiate between helpful and deceptive or useless advertising.
 3. Read and report on a consumer periodical relating to transportation.
- Read and interpret want ads for used vehicles
- Prepare lists of questions to ask salespersons
- Discuss various sales techniques, legitimate and intimidating, and how used or new care dealership operates

B. Plan financing of purchase of a vehicle

- Identify various sources of financing and compare interest rates
- Calculate total costs of purchasing a car with various down payments, interest rates, and length of purchase

C. Plan for transportation insurance needs

- Define types of vehicle insurance
- List California minimum insurance requirements

- Compare how various factors affect the cost of insurance (age, gender, driving record, # vehicles)
- Identify risks of driving without insurance

2. Fix-It Workshop

A. Promote and maintain a clean, orderly and safe home environment

- Study basic household systems (electrical, plumbing, heating) to understand terminology and principles
- Examine alternatives in terms of financial costs, energy, time skills, tools needed to perform home maintenance tasks yourself
- Practice procedures for making minor household repairs including use of tools, measurements, materials and techniques
- Develop a burglary, fire prevention and evacuation plan for one home

3. Consumer Action

A. Develop decision-making skills relating to consumer choices

- Review decision-making sequences from Independent Living 1
- Define and discuss consequences and/or “trade-offs” as they relate to consumer decision-making

B. Plan purchases by using all available resources

- List and discuss purposes and appeals of advertising
- Give examples of deceptive advertising techniques
- Compare information available in various product information sources (advertising hang tags, product specification information, consumer guides, government agencies, private testing agencies, etc.)
- Evaluate consumer periodicals as a source of product information

C. Demonstrate a knowledge of consumer rights and responsibilities in the marketplace

- List and discuss rights and corresponding responsibilities of consumers
- List and describe provisions of California consumer protection laws
- List and describe services of consumer protection agencies
- List, explain and practice consumer redress procedures in solving consumer problems
- Describe procedure in Small Claims Court

- Demonstrate the ability to write a letter of compliment or complaint about a product or service

4. Life Span

A. Understand the significance and functions of family roles and responsibilities

- List and describe functions and responsibilities of families
- Describe needs of family members during different stages of the family life cycle
- Analyze causes and effects of stereotyping of family roles

B. Develop decision-making skills as they relate to the responsibilities of family life

- Examine the social trends in family life structures
- Identify readiness factors for marriage or parenthood choices
- Analyze lifestyle changes at marriage or parenthood

C. Understand the responsibilities of parenthood

- List and describe factors contributing to a child's sense of security such as bonding, consistency, love, positive reinforcement, recognition, etc.
- Describe the developmental stages of a child and basic needs at each stage
- Describe and compare various approaches to child guidance and appropriate discipline

5. Health

A. Promote good health standards for individuals, families and children.

- Identify signs of common illnesses and potential accidents and describe their prevention
- Develop a health plan that promotes good physical and emotional health at all developmental stages (i.e. regular doctor and dental visits, immunizations, health records, diet, exercise, family medical history)

B. Plan physical fitness programs for all family members

- Take resting and active pulse rates
- Calculate maximum and target heart rate zones
- Describe and compare cardiovascular, muscular and flexibility fitness
- Plan fitness programs based on the needs of all family members

C. Develop an awareness of community health resources – identify local community health resources and the services they provide

6. Diet Right

A. Understand basic concepts of nutrition and recognize valid nutritional information

- List the U.S. Dietary Goals
- Identify the major nutrients found in foods and explain the contribution of each to a healthy body
- Record own food intake for several days
- Analyze own food intake for calories and nutrients
- Identify the functions of various food additives
- Analyze own food intake for calories and nutrients
- Identify the functions of various food additives
- Calculate the nutrients density of common foods

B. Prepare nutritious foods

- Observe cooking methods which maximize retention of nutrients
- Observe and practice preparation of healthy snacks

Adopted: 6/87