

Name of School:

Name of Course: **Independent Living**

Instructor Information

Name:

E-mail address:

School phone number:

Web page address:

Best times to be reached:

Course Description

Students will develop skills in establishing credit, managing money, using banking services, acquiring and maintaining a vehicle, finding a place to live, selecting food, clothing and furnishings on a budget. Emphasis is placed on students learning decision-making skills and job/career finding and keeping skills.

District Standards and Power Benchmarks

Power Standards

1. Evaluate skills necessary to be successful in the workplace and the responsibilities of a good employee.
2. Allocate financial resources to achieve personal goals.
3. Formulate decision making skills and goals to aid in making high-quality consumer decisions.

Power Benchmarks

1. Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health. (Iowa Core)
2. Investigate consumer rights and responsibility; compare marketing and consumer purchasing practices.
3. Evaluate and identify appropriate risk management options, including types of insurance, non-insurance, and identity protection. (Iowa Core)
4. Examine the importance of career planning, salaries, and benefits to overall financial well-being.
5. Understand human, cultural, and societal issues related to financial literacy and practice legal and ethical behavior. (Iowa Core)
6. Evaluate employment compensation and deductions.
7. Assess the benefits of financial planning and the components of a spending plan.
8. Compare and contrast services offered by depository institutions, maintain a checkbook and reconcile a bank statement.
9. Determine influences on credit and the benefits and disadvantages of using a credit. Interpret the impact credit has on an individual's credit history and credit score
10. Assess the factors that affect housing choices and responsibilities that accompany home ownership.

Course Information

Course length: 1 term
Elective course
.5 credit
No prerequisites

Course Outline/Calendar

Applications
Resumes
Career choices
Visuals
Brochure
Notes
Class work
Tests
Guest speaker information

Text/Other Required Materials/Resources

Textbook: Consumer Education and Economics
Applicable websites
Notebook, project materials, etc.- student provided

Instructional Procedures & Support

Students need to come to class ready to learn which includes: being in class on time, having materials, meeting teacher expectations, and treating others with dignity and respect. Classes consist of individual projects, book work, lecture/demonstration, and cooperative group activities.

- Literacy and numeracy strategies are reinforced through hands-on, real life applications of math and reading.
- Class time is allocated for completion of projects. Incomplete assignments may be made up independently, before or after school within a reasonable amount of time.
- Students who need additional support may make arrangements with the teacher.

Classroom Management Procedures

Attendance: Daily attendance and participation is important! Class discussion, demonstrations, and presentations are an integral part of the class and the interchange that takes place is difficult to duplicate.

Tardies and detentions will be handled as per school discipline policies (see student handbook).

Classroom teacher's rules will be followed.

You are responsible for the care and use of equipment.

Assessment Plan

Class work, projects and class participation are 90% of the student's grade.

Final exam is worth 10% of the student's grade.

Grading System

June 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated
F	59 and below	Lacks most prerequisites needed for later learning