

**Planned Course of Study**

**LIFE MANAGEMENT A**

**Family and Consumer Sciences Department**  
**Salisbury Township School District**

## **RATIONALE**

**Life Management A** welcomes students to a world of choices. Students are consumers. They earn, they spend, they save, then they try to budget; they think about homes, cars, careers, food, and families in their future. They will be faced with many decisions in their role as a citizen, individual, family member, consumer and active participant in the global community. As students begin their lifelong journey of career and personal financial planning they need to be prepared for the real choices in their future.

## **COURSE DESCRIPTION**

**Life Management A** is designed to help students meet the challenges of daily life now and in their future. The course will emphasize management and decision making in the areas of resources, meal planning and preparation, nutrition and food science technology, housing, finances, and consumer choices and career planning. This course will prepare students to evaluate, coordinate, and function in multiple roles of day to day living and working. Students will begin the process of planning for a balanced and fulfilling adult life.

# ***LIFE MANAGEMENT A***

## ***Essential Questions***

### **Overarching Essential Question**

**What knowledge and skills will enable me to be successful in my career, managing my resources and making healthy food choices?**

- How can I use the management process to guide my life plan?
- What career is right for me?
- How do I get and keep the career I want?
- How do I avoid consumer rip-offs?
- Now I have a paycheck, where will my money go?
- How does science and technology affect food?
- How can I eat healthy throughout life?

## **COURSE SYLLABUS**

- I. Career Awareness and Planning
  - A. Life planning: Needs, Wants, Values, Goals, Standards
  - B. Employment Factors and Occupation Trends
  - C. Individual Career Plan
  
- II. Career Acquisition
  - A. Succeeding in the World of Work
  - B. Technology in the Workplace
  - C. Job Search Process
  - D. Employee Rights and Responsibilities
  
- III. Consumer Rights and Responsibilities
  - A. Role of the Consumer in the Marketplace
  - B. Government Protection
  - C. Spending Money Wisely
  
- IV. Financial and Resource Management
  - A. Managing Personal Finances
  - B. Obtaining Goods and Services
  - C. Technology and the Consumer
  
- V. Food, Science and Technology
  - A. Scientific Aspects of Food
  - B. Technology and Food
  - C. Safeguarding our Food Supply
  
- VI. Fundamentals of Good Nutrition
  - A. Nutritional Planning Tools: Food Pyramid, Dietary Guidelines, Nutrients
  - B. Evaluating Food and Nutrition Information
  
- VII. Dietary Modifications
  - A. Food and the Life Span
  - B. Managing Health Conditions with Food
  - C. Eating Disorders

<b>ENVISIONING YOUR FUTURE</b> <b>Career Awareness and Planning</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how needs, wants, values, goals and standards serve as a guide to decision-making.</li> <li>2. Describe how goals, values and standards affect career pathways.</li> <li>3. Analyze factors related to employment opportunities:               <ol style="list-style-type: none"> <li>a) Geographic location</li> <li>b) Climate</li> <li>c) Population</li> <li>d) Potential earnings</li> <li>e) Potential advancement</li> </ol> </li> <li>4. Analyze and describe occupational opportunities and trends:               <ol style="list-style-type: none"> <li>a) Labor market trends</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Read <u>The 7 Habits of Highly Effective Teens</u> Ch#1 &amp; 2, discuss habits, write opposite ones.</li> <li>• Discuss the principle of life planning</li> <li>• Distinguish between needs, wants, values and goals and discuss the relationship of one to the other.</li> <li>• Select one of your most important goals and outline what you think it will cost in time, effort and money.</li> <li>• Rank personal priorities in making choices.</li> <li>• Define and discuss greed, wealth, poverty, affluence, and materialism as they relate to the meaning of money in life.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a written individual career plan and link to personal life plan.               <ul style="list-style-type: none"> <li>➤ Interests, abilities, aptitudes</li> <li>➤ Goals, values, standards</li> <li>➤ Educational courses/ majors</li> <li>➤ Job shadowing</li> </ul> </li> </ul>	<p>11.1.12. A</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>The Confident Consumer</u>, textbook</li> <li>• <u>Career Choices</u></li> <li>• <u>Strengthening Families and Self</u></li> </ul>		<ul style="list-style-type: none"> <li>• <u>The Seven Habits of Highly Effective Teens</u>, Covey</li> <li>• COIN – career planning software</li> <li>• Choices – career planning software</li> </ul>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Technology</li> <li>• Career and Work</li> </ul>			

**LIFE MANAGEMENT A**  
**9-12**  
**Semester**

<b>ENVISIONING YOUR FUTURE</b> <b>Career Awareness and Planning (cont)</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <p>b) Job openings c) Labor supply d) Average wages</p>	<ul style="list-style-type: none"> <li>• Use “Choices” software to:               <ul style="list-style-type: none"> <li>➤ Analyze financial tendencies.</li> <li>➤ Identify and explore career pathways</li> <li>➤ Identify knowledge, skills, and aptitudes for specific careers by completing “Career area interest/skills survey”.</li> <li>➤ Determine salaries, benefits, and conditions of various careers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Volunteer work experiences</li> </ul>	11.1.12. A
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>The Confident Consumer</u>, textbook</li> <li>• <u>Career Choices</u></li> <li>• <u>Strengthening Families and Self</u></li> </ul>		<ul style="list-style-type: none"> <li><u>The Seven Habits of Highly Effective Teens</u>, Covey</li> <li>COIN – career planning software</li> <li>Choices – career planning software</li> </ul>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Technology</li> <li>• Career and Work</li> </ul>			

**Life Management A**  
**9 - 12**  
**Semester**

<b>Career Acquisition</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze work habits that are needed to get and keep jobs.</li> <li>2. Compare current technology in the workplace with what was used in the past in various career clusters.</li> <li>3. Analyze paper work necessary for the job application process.               <ol style="list-style-type: none"> <li>a) Resume</li> <li>b) Cover letter</li> <li>c) Reference letter</li> <li>d) Examples of awards and activities</li> <li>e) Follow-up letter</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Discussion of succeeding in the world of work.</li> <li>• Analyze past and current technology trends related to trends.</li> <li>• Create a job portfolio to apply for an entry-level job related to career interests.</li> <li>• Complete job application form.</li> <li>• Compose cover letter and thank you.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a job portfolio containing appropriate forms.</li> </ul>	<p>11.1.12 A 11.1.12 E</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>The Confident Consumer</u> <span style="float: right;"><u>The 7 Habits of Highly Effective Teens</u>, Sean Covey</span></li> <li>• <u>Succeeding in the World of Work</u></li> <li>• <u>Understanding Tax Forms</u>, IRS</li> </ul>			
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Career and Work</li> </ul>			

**Life Management A  
9-12  
Semester**

<b>Career Acquisition (cont.)</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <p>f) Acceptance letter g) W-4 form</p> <p>4. Identify and respond to standard questions that are commonly asked in an interview.</p> <p>5. Demonstrate a working knowledge of paychecks, exemptions, taxable and nontaxable income when preparing tax returns.</p>	<ul style="list-style-type: none"> <li>• Complete an IRS W-4 form.</li> <li>• Participate in a job interview.</li> <li>• Compare 3 types of payments to employees.</li> <li>• Calculate withholding taxes to determine net pay.</li> <li>• Complete 1040EZ using hypothetical case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Completion of tax forms with hypothetical case study</li> </ul>	<p>11.1.12 A 11.1.12 E</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>The Confident Consumer</u></li> <li>• <u>Succeeding in the World of Work</u></li> <li>• <u>Understanding Tax Forms, IRS</u></li> </ul>		<p><u>National Endowment for Financial Education</u></p>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Career and Work</li> <li>• Math</li> </ul>			

**CONSUMER RIGHTS AND RESPONSIBILITIES**

<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the rights and responsibilities of consumers.</li> <li>2. Locate government agencies and statutes that protect consumer interests.</li> <li>3. Examine how an individual's and family's goals, values and standards serve as a guide to consumer decisions.</li> </ol>	<ul style="list-style-type: none"> <li>• Complete a Consumer Profile checklist.</li> <li>• Discuss "Why are consumer rights and responsibilities important."</li> <li>• Write a letter about a specific product or service that has been unsatisfactory.</li> <li>• Compare warranties and explain which is best.</li> <li>• Consumer protection Scavenger Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection, "What type of consumer are you?"</li> <li>• Visual representation of consumer protection law/term.</li> </ul>	<p>11.1.12.A. 11.1.12.B 11.1.12.D</p>
<b>Resources/Materials</b>			
<p>Internet sites <u>Consumer Education and Economics</u></p>		<p><u>The Confident Consumer</u> Consumer Protection Agency</p>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Social Studies/Government</li> </ul>			

**LIFE MANAGEMENT A**  
**9 - 12**  
**Semester**

<b>FINANCIAL AND RESOURCE MANAGEMENT</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the responsibilities associated with managing personal finances.               <ol style="list-style-type: none"> <li>a) Saving</li> <li>b) Checking</li> <li>c) Credit</li> <li>d) Non-cash systems</li> <li>e) Investments</li> </ol> </li> <li>2. Select financial services that will best meet your financial needs.</li> <li>3. Analyze a personal budget through practical applications of budgeting.</li> </ol>	<ul style="list-style-type: none"> <li>• Reading on how money management affects relationships.</li> <li>• Consider financial goals both long and short term.</li> <li>• Estimate expenses.</li> <li>• Calculate \$ spending based on a hypothetical income. Use average annual expenditures to compare to and contrast.</li> <li>• Develop a trial budget</li> <li>• Compare services offered by various financial institutions</li> <li>• Open a checking account. Balance a checkbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizer for journal readings.</li> <li>• Completion of net worth sheet.</li> <li>• Financial plan for hypothetical case study.</li> </ul>	<p>11.1.12.A 11.1.12.B</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>The Confident Consumer</u></li> <li>• <u>National Endowment for Financial Education</u></li> <li>• <u>Consumer Education and Economics</u></li> </ul>		<p>Bureau of Labor Statistics “Money Smarts” Internet sites</p>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
Math			

<b>FINANCIAL AND RESOURCE MANAGEMENT (cont.)</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <p>4. Evaluate different strategies to obtain goods and services.</p> <p>5. Evaluate the impact of technology and justify the purchase/use or nonuse in terms of:</p> <p>a) Safety b) Cost/budget c) Appearance d) Efficiency</p> <p>6. Apply resource, money management, and personal values and goals, and the decision making process to the purchase of a product or service.</p>	<ul style="list-style-type: none"> <li>• Observe, describe, analyze: obtain, interpret, and complete consumer forms, and make a final decision on the purchase of a product or service</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher developed project revised from <u>Consumer Education and Economics</u>, Rubric assessment</li> </ul>	<p>11.1.12.D 11.1.12 E</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>Consumer Education and Economics</u></li> <li>• <u>The Confident Consumer</u></li> </ul>		<p>Internet sites Consumer Reports</p>	
<b>Additional Resources/Inter-disciplinary Relationships</b>			



<b>FOOD, SCIENCE AND TECHNOLOGY</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how food flows through the food system.</li> <li>2. Propose ways to increase food supplies.</li> <li>3. Discuss the impact of technology on the safety of our food supply.</li> </ol>	<ul style="list-style-type: none"> <li>• Identify steps in the food supply network.</li> <li>• Debate the role the government plays in ensuring a safe food supply.</li> <li>• Compare and contrast food labels.</li> <li>• Discuss the need for new food technologies.</li> <li>• View video on Food Science.</li> <li>• Perform a food science experiment.</li> <li>• Research a specific food technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Food science experiment.</li> <li>• Food technology position paper</li> <li>• Design a food product, crop, plant. Report on its characteristics, consumer acceptance, ethical and economic advantages.</li> </ul>	<p>11.3.12.A 11.3.12.B 11.3.12.C</p>
<b>Resources/Materials</b>			
<ul style="list-style-type: none"> <li>• <u>Nutrition and Wellness</u></li> <li>• <u>Food Science</u></li> </ul>	<p>FDA/USDA web site On Line resources</p>		
<b>Additional Resources/Inter-disciplinary Relationships</b>			
<ul style="list-style-type: none"> <li>• Food Science</li> </ul>			

**LIFE MANAGEMENT A**  
**9-12**  
**Semester**

<b>FUNDAMENTALS OF GOOD NUTRITION/ DIETARY MODIFICATIONS</b>			
<b>Learning Objectives/ Content</b>	<b>Teaching/Learning Activities</b>	<b>Evaluation Criteria</b>	<b>State Standard</b>
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare the various tools used in planning nutritionally balanced meals.</li> <li>2. Analyze the breakdown of foods, absorption of nutrients and their functions in the body.</li> <li>3. Prepare a healthful eating plan for different stages in life.</li> </ol>	<ul style="list-style-type: none"> <li>• Discuss what is nutritional adequacy.</li> <li>• Complete a 24 hour diet recall.</li> <li>• Use three tools to determine nutritional adequacy.</li> <li>• Video - Nutrients and their functions</li> <li>• Speaker-dietician, nutritionally related health concerns.</li> <li>• Research special health concerns and diet.</li> <li>• Meal planning with hypothetical case study.</li> <li>• Meal preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• “Report”- visual presentation</li> <li>• Client diet analysis, teacher developed project</li> </ul>	<p>11.3.12.C 11.3.12.D 11.3.12.E 11.3.12.F</p>
<b>Resources/Materials</b>			
<u>Food for Today</u> <u>Nutrition and Wellness</u>	Speaker Video	On line sites	
<b>Additional Resources/Inter-disciplinary Relationships</b>			
Career and Work Health and Wellness			