

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Life Management
Course Number: 02632
Course Prerequisites: Recommendation by the IEP Team

Course Description: This course addresses the needs of students in grades 9-12 to assist in a successful transition to adulthood through the development of students' strengths, interests, and goals. The content includes good health habits, how to budget and save, finding a place to live, using public transportation, enjoying and managing leisure time, citizenship skills, meeting friends and partners, safety basics, basic childcare, handling life crises, and more. Students will be provided direct instruction on foundational academic skills and in a research-based simulated work environment.

Suggested Grade Level: Grades 9-12
Length of Course: Two Semesters
Units of Credit: 1

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 61 – Special Education PK-12

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society
☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

State Course Code: 22998

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: The Transitions Curriculum Volume 3: Life Management
Publisher: James Stanfield Company, Inc.
ISBN #: [9781563040825](#)
Copyright Date: 2015
WCSD Board Approval Date: [Click or tap here to enter text.](#)

Board Approved Textbooks, Software, and Materials:

Title: Practical Assessment Exploration System (PAES) Lab
Publisher: Talent Assessment Inc.
ISBN #: [Click or tap here to enter text.](#)
Copyright Date: 2020
WCSD Board Approval Date: 12/19/2022

Curriculum Document

WCSD Board Approval:

Date Finalized: 5/23/2023
Date Approved: 6/12/2023
Implementation Year: 2023-2024 School Year

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

The Scope and Sequence of each Marking Period is divided between students receiving direct instruction from a certified teacher.

Students will receive hands-on experience in the following five industries: Computer Technology, Construction/Industrial, Processing/Production, Consumer/Service, and Business Marketing. Each skill within each industry is assessed with industry-based standards for speed and quality of work. In addition, students are asked to rate each job they complete in the lab to assist them in gaining clarity on which industry suits their career interests. Students are assessed on the soft skills required for successful employment. These skills include professionalism, work ethic, enthusiasm, oral and written communication, teamwork and collaboration, critical thinking, and problem-solving skills.

Marking Period 1

Unit 1: Life Management – 19 Lessons (10-Lesson Preparation Unit Included)

Preparation Unit

- **Lesson 1:** Purpose of the Transition Class
- **Lesson 2:** The Requirements of the Transition Class
- **Lesson 3:** Become a Responsible Class Member
- **Lesson 4:** Keeping a Personal Journal
- **Lesson 5:** Assess Progress and Begin Your Transition Portfolio
- **Lesson 6:** Build a Self-Empowering Vocabulary
- **Lesson 7:** Learning the Benefits of Volunteering
- **Lesson 8:** Practicing Safe Use of the Internet
- **Lesson 9:** Getting the Most Information from a Guest Speaker
- **Lesson 10:** Writing a Thank You Letter

Unit One: Maintaining a Healthy Life

- **Lesson 1:** Learn Habits that Lead to a Healthy Life
- **Lesson 2:** Choose Habits for a Healthy Life
- **Lesson 3:** Think Positively about Good Health
- **Lesson 4:** Research Positive Thinking
- **Lesson 5:** Know Your Basic Human Needs
- **Lesson 6:** Learn about Your Mental Health Strengths and Needs
- **Review of Lessons 1-6:** Assess Progress and Build Your Transition Portfolio
- **Lesson 7:** Learn How to Handle Stress
- **Lesson 8:** Learn to Use Stress Reduction Techniques
- **Lesson 9:** Learn How to Maintain a Healthy Diet
- **Lesson 10:** Learn about Food Groups and Labels
- **Lesson 11:** Learn How to Maintain Your Weight
- **Review of Lessons 7-11:** Assess Progress and Build Your Transition Portfolio
- **Lesson 12:** Choose to Exercise Regularly for Good Health
- **Lesson 13:** Choose a Personal Fitness Plan
- **Lesson 14:** Choose Healthy Habits
- **Lesson 15:** Learn about Unhealthy Habits to Avoid
- **Lesson 16:** Learn to Avoid Illegal Drugs
- **Lesson 17:** Learn How Unhealthy Habits Affect Employment
- **Lesson 18:** Learn about the Dangers of Sexually Transmitted Diseases
- **Lesson 19:** Personal Growth Goals
- **Review of Lessons 12-19:** Assess Progress and Build Your Transition Portfolio

Marking Period 2

UNIT TWO: Enjoying Your Leisure Time

- **Lesson 1:** Determine How You Use Your Free Time
- **Lesson 2:** Recognize the Qualities of an Enjoyable Leisure Activity
- **Lesson 3:** Select a Free-Time Activity from Four Categories
- **Lesson 4:** Know Your Preferences for Working Alone or with Others
- **Review of Lessons 1-4:** Assess Progress and Build Your Transition Portfolio
- **Lesson 5:** Use Convenient Resources to Obtain Information about Free-Time Activities
- **Lesson 6:** Write a Report on an Enjoyable Free-Time Activity
- **Lesson 7:** Learn the Benefits of Regular Physical Exercise
- **Lesson 8:** Participate in a Two-Week Physical Exercise Program
- **Lesson 9:** Develop Employability Skills by Learning a New Hobby
- **Lesson 10:** Choose a Hobby
- **Review of Lessons 5-10:** Assess Progress and Build Your Transition Portfolio
- **Lesson 11:** Use Journal Writing for Personal Reflection on Your Progress
- **Lesson 12:** Choose and Begin Practicing a Quiet Time and Reflection Activity
- **Lesson 13:** Compare the Costs and Choose Affordable Free-Time Activities
- **Lesson 14:** Choose Individual and Group Free-Time Activities
- **Lesson 15:** Learn Eight Steps for Managing Time
- **Lesson 16:** Organize Your Time
- **Lesson 17:** Practice Time Management
- **Lesson 18:** Write a Free-Time Growth Goal
- **Review of Lessons 11-18:** Assess Progress and Build Your Transition Portfolio

Marking Period 3

UNIT THREE: Living on Your Own

- **Lesson 1:** Practice Making Life Decisions
- **Lesson 2:** Consider Advantages and Disadvantages of Post-School Options
- **Lesson 3:** Learn to Use the Classified Ads and the Internet
- **Lesson 4:** Learn about Salary Deductions
- **Lesson 5:** Consider Your Needs When Making Important Decisions
- **Lesson 6:** Practice Saving Money
- **Review of Lessons 1-6:** Assess Progress and Build Your Transition Portfolio
- **Lesson 7:** Practice Opening a Bank Account
- **Lesson 8:** Create a Budget that is Based on Your Income
- **Lesson 9:** Selecting Roommates and Recognizing Their Characteristics
- **Lesson 10:** Find a Place to Live that Matches Your Budget
- **Lesson 11:** Learn to Set Up and Budget Utilities
- **Lesson 12:** Learn to Solve Your Transportation Problems
- **Review of Lessons 7-12:** Assess Progress and Build Your Transition Portfolio
- **Lesson 13:** Practice Buying a Car
- **Lesson 14:** Practice Making Choices about Furnishing an Apartment
- **Lesson 15:** Learn How to Be a Smart Shopper
- **Lesson 16:** Plan Leisure Activities that Fit Your Budget
- **Lesson 17:** Practice Making Adjustments to Your Budget
- **Lesson 18:** Learn to Solve your Money Problems
- **Lesson 19:** Write an Independent Living Growth Goal
- **Review of Lessons 13-19:** Assess Progress and Build Your Transition Portfolio

Marking Period 4

UNIT FOUR: Planning for a Happy Family Life

- **Lesson 1:** Understand Your Role in Developing Healthy Relationships
- **Lesson 2:** Decide What You Want Your Life to Be Like in Ten Years
- **Lesson 3:** Examine Images of Yourself at Various Life Stages
- **Lesson 4:** Learn to Plan Ahead for Emergencies and Retirement
- **Lesson 5:** Examine Yourself in Three Types of Relationships
- **Lesson 6:** Describe Your Family
- **Review of Lessons 1-6:** Assess Progress and Build Your Transition Portfolio
- **Lesson 7:** Begin Now to Plan for Your Future Family Life
- **Lesson 8:** Learn How to Be a Good Friend
- **Lesson 9:** Make Informed Choices about Dating and Marriage
- **Lesson 10:** Learn a Process to Resolve Conflicts
- **Lesson 11:** Practice Using a Process to Resolve Conflicts
- **Lesson 12:** Learn about Setting Up and Managing a Home
- **Lesson 13:** Practice Responsible Care Giving
- **Review of Lessons 7-13:** Assess Progress and Build Your Transition Portfolio
- **Lesson 14:** Observe and Record Child Development Behaviors
- **Lesson 15:** Identify and Prevent Home Safety Hazards
- **Lesson 16:** Distinguish Between Three Parenting Styles
- **Lesson 17:** Identify the Difference Between Consequences and Punishment
- **Lesson 18:** Debate the Importance of Asking Others for Help
- **Lesson 19:** Write a Family Growth Goal
- **Review of Lessons 14-19:** Assess Progress and Build Your Transition Portfolio

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PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Pennsylvania Career Education and Work Standard Area 13.1: Career Awareness and Preparation		
Pennsylvania Career Education and Work Standard Area 13.2: Career Acquisition (Getting a Job)		
Pennsylvania Career Education and Work Standard Area 13.3: Career Retention and Advancement		
Pennsylvania Career Education and Work Standard Area 13.4: Entrepreneurship		
Pennsylvania Family Consumer Science Standard Area 11.2 Balancing Family, Work, and Community Responsibility		
Assess the implementation of the individualized career plan through the ongoing development of the career portfolio	13.1.11.G	MP1, MP2, MP3, MP4
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal Initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology	13.2.11.E	MP1, MP2, MP3, MP4
Evaluate personal attitudes and work habits that support career retention and advancement	13.3.11.A	MP1, MP2, MP3, MP4
Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing	13.3.11.B	MP1, MP2, MP3
Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing leadership, mediation, negotiation, and problem solving	13.3.11.C	MP1, MP2, MP3
Analyze, revise, and apply an individualized career portfolio to chosen career path	13.2.11.D	MP 1, MP2, MP3, MP4
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal Initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology	13.2.11.E	MP1, MP2, MP3, MP4
Evaluate time management strategies and their application to both personal and work situations	13.2.11.E	MP1, MP2
Evaluate strategies for career retention and advancement in response to the changing global workplace	13.3.11.F	MP1, MP2, MP3
Evaluate the impact of lifelong learning on career retention and advancement	13.3.11.G	MP1, MP2, MP3
Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.	11.2.12.H	MP1, MP2

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Relate careers to individual interests, abilities, and aptitudes	13.1.11.A	MP2
Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals	13.1.11.B	MP2
Justify the selection of a career	13.1.11.E	MP2
Apply research skills in searching for a job. (CareerLink, Internet, Networking, Newspapers, Professional associations, Resource books – <i>Occupational Outlook Handbook, PA Career Guide</i>)	13.2.11.B	MP2
Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume	13.2.11.C	MP2
Analyze, revise, and apply an individualized career portfolio to chosen career path	13.2.11.D	MP2, MP3, MP4
Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes	13.2.11.D	MP2, MP3
Analyze teamwork and leadership skills and their application in various family and work situations.	11.2.12.C	MP2, MP4
Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices	13.1.11.C	MP3
Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, and school-based enterprise	13.1.11.D	MP3
Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, and vocational rehabilitation centers	13.1.11.F	MP3, MP4
Review personal high school plan against current personal career goals and select postsecondary opportunities based upon career interests	13.1.11.H	MP3, MP4
Apply effective speaking and listening skills used in a job interview	13.2.11.A	MP3
Analyze entrepreneurship as it relates to personal career goals and corporate opportunities	13.4.11.A	MP3, MP4
Analyze entrepreneurship as it relates to personal character traits	13.4.11.B	MP4
Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to community-based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers), financial	13.4.11.C	MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
institutions, school-based career centers Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers), and venture capital		

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include:

Each lesson is embedded with various formative assessments that the teacher can use to collect data, evaluate outcomes, and drive instruction. These assessments include, but are not limited to an updated daily journal, roundtable discussions, advance organizer, instructional activities, evaluate outcomes activity, connecting activity, and key words.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include:

- Student Transition Portfolio
- Performance-Based Assessments
- Final Exam