

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Consumer and Life Skills

Course Number: 00778

Course Prerequisites: none

Course Description: 00778 Consumer and Life Skills is an elective course for grades 9-12. This course is a contemporary consumer education program that covers all financial literacy basics. The course will emphasize personal and family finance, economics, and entrepreneurial literacy as it applies to everyday life situations. The student will learn personal decision-making skills regarding budgeting, purchasing, managing credit, career choices, loans, and insurance will be covered. A final examination is required. Students are responsible for all project materials and costs

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

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

CSPG 44 – Family and Consumer Sciences K-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: 19262

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: Succeed in Life & Career
Publisher: McGraw Hill
ISBN #: 978-1-60525-453-1
Copyright Date: 2012
WCSD Board Approval Date: 6/27/2022

Supplemental Materials: teacher school provided

Curriculum Document

WCSD Board Approval: 6/27/2022

Date Finalized:6/5/2018

Date Approved: 6/27/2022

Implementation Year: 2022-2023

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).

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SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Using personality and interest to help build goals toward planning a future
Research of careers that best suit interests and personality
Community and individual resources needed in finding a job
Qualities of successful employees
Communication Process
Conflict resolution
Characteristic of leaders and team members
Using resources to achieve goals
Decision making and management process
Time management
Money Management
Citizenship
Conserving energy
Caring for environment

Marking Period 2

Financial services
Saving strategies
Using credit
Meeting insurance needs
Shopping decisions
Impact of technology on consumers
Role of advertising
Consumer rights and responsibilities
Meeting insurance needs
Shopping decisions
Impact of technology on consumers
Role of advertising
Consumer rights and responsibilities

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Analyze personality traits and how they might affect skills needed in the working world	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F	MP1
Relate Self-esteem to a Positive Self-concept.	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F	MP1
Contrast Needs vs. Wants	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F	MP1
Explain potential and how to achieve it.	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F	MP1
Identify qualities and skills for job success.	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F	MP1
Explain roles of leaders and followers.	13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 13.3.11.E, 13.3.11.F, 13.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Demonstrate qualities of effective team members.	13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C,	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	13.3.11.D, 13.3.11.E, 13.3.11.F, 13.3.11.G, 11.2.B, 11.2.C, 11.2.D	
Identify three types of leaders.	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 3.3.11.E, 13.3.11.F, 3.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Describe functions of group leaders.	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 3.3.11.E, 13.3.11.F, 3.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Describe different types of goals	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 3.3.11.E, 13.3.11.F, 3.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Identify available resources.	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C, 13.3.11.D, 3.3.11.E, 13.3.11.F, 3.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Analyze resource limitations.	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 3.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 3.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 13.3.11.B, 13.3.11.C,	MP1

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
	13.3.11.D, 3.3.11.E, 13.3.11.F, 3.3.11.G, 11.2.B, 11.2.C, 11.2.D	
Apply techniques to make the most of resources.	13.1.11.A, 3.1.11.B, 13.1.11.C, 3.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 3.1.11.H, 13.2.11.A, 13.2.11.B, 13.2.11.C, 13.2.11.D, 13.2.11.E, 13.3.11.A, 3.3.11.B, 13.3.11.C, 13.3.11.D, 13.3.11.E, 13.3.11.F, 13.3.11.G, 11.2.B, 11.2.C, 11.2.D	MP1
Explain the importance of being an informed citizen and exercising the right to vote.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP1
Describe the purpose of taxes.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP1
Explain why community involvement is important.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP1
Describe services offered by financial institutions	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP2
Demonstrate check writing and check book balancing skills.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP2
Evaluate available options when making shopping decisions.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP2
Analyze factors affecting buying decisions.	13.1.11.A, 11.2.B, 11.2.C, 11.2.D, 11.2.E, 11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F, 11.1.G	MP2
Relate comparison shopping to shopping decisions.	11.1.A, 11.1.B, 11.1.C, 11.1.D, 11.1.E, 11.1.F,	MP2

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: Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart) • Labs/lab reports • Bell ringers/Problems of the Day (PODs) • Discussions • Teacher observation/Questioning • Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.) • Summarizing • Retelling • Notetaking • Problem-based learning modules • Authentic assessment • Oral presentations • Outlining • Journaling • Student presentations/projects • Open-ended response • Classroom Performance System (CPS)

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: Essays • Open-Ended Responses • Projects • Quizzes/tests • Student presentations • Portfolios