

**CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
Renton, Washington**



INDEPENDENT LIVING
Curriculum Guide

Approved by the Board: September 22, 2004

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7th St., Renton, WA 98055-2307.

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RENTON SCHOOL DISTRICT #403
Renton, Washington

A Philosophy of Education for the Renton Public Schools

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

RENTON SCHOOL DISTRICT #403

Renton, Washington

General Instructional Goals

Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

EVALUATION: The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

CAREER AND LIFE SKILLS EDUCATION

RENTON SCHOOL DISTRICT #403

Renton, Washington

Program Goals

GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE

Objectives:

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE

Objectives:

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and

contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.

- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES

Objectives:

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS

Objectives:

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.
- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION

Objectives:

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES

Objectives:

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM

Objectives:

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
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Program Description

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its four comprehensive high schools and two alternative programs. The district also participate a countywide Tech Prep consortium with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: Careers in Education; Careers with Children; Child Development; Creative Foods/Nutrition; Family Health; Health Club; Independent Living; Design/Living Environments; Personal Choices; Teen Parenting/GRADS; and American Sign Language. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Connections 1-2; Business Connections Work Experience 1-2; Business Law; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-Project Management; Information Technology-Multimedia; Principles of Business; Web Site Development 1; and Recordkeeping. The Business Connections Work-based Learning component provides actual related job experience through workstations in the community. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based/Work-site Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing, Advanced Marketing, Marketing-Entrepreneurship, Marketing Education Seminar 1-2, Exploration of Travel and Tourism and Introduction to Travel and Tourism/Hospitality, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences, Internships, Job Shadows,** and **Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Programs** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

Technology Education Programs are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the

Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Fundamentals of Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Construction Technology 1-2; Building Maintenance Technology 1-2; Power and Energy Technology 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-2.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

CAREER AND LIFE SKILLS EDUCATION
RENTON SCHOOL DISTRICT #403
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Mission Statement

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

THREE BELIEFS

A. Beliefs about individual needs

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

B. Beliefs about society's expectations

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

C. Beliefs about systems that care for and support learners

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

INDEPENDENT LIVING

Washington State Essential Academic Learning Requirements

INDEPENDENT LIVING					
<p>This Career and Life Skills class supports the Washington State Essential Academic Learning Requirements.</p> <p>Course Objectives:</p>	ARTS	COMMUNICATIONS	MATHEMATICS	WRITING	READING
	1. Wellness	X	X	X	X
2. Consumerism	X	X	X	X	X
3. Decision Making	X	X		X	X
4. Careers	X	X		X	X
5. Personal Finance	X	X	X	X	X
6. Credit	X	X	X	X	X
7. Understanding Self	X	X	X	X	X

8. Relationships	X	X		X	X
9. Children	X	X	X	X	X
10. Retirement	X	X	X	X	X
11. Family, Careers & Community Leadership Association (FCCLA)	X	X	X	X	X

INDEPENDENT LIVING

Course History

Independent Living is a one semester vocationally approved course for eleventh and twelfth grade students. It is an elective class that provides .5 credits for graduation. It may be used to cover the Renton School District's health, consumer competency or occupational elective requirements for graduation. There are no prerequisites for this class.

Independent Living is designed to provide students preparatory skills for living on their own. This includes the skills needed to make good decisions about a healthy lifestyle including single life decisions, dating courtship, marriage, communication skills, family relationships and preparation for the later years. Consumer issues include budgeting, money management, credit, banking, investments, income tax preparation, and other related financial issues.

The Independent Living curriculum is designed to meet the requirements for the National Family & Consumer Science Standards. The curriculum materials have been developed through a collaborative approach and are in alignment with the Washington State Essential Academic Learning Requirements (EALRS).

INDEPENDENT LIVING

Course Goals

COURSE GOALS

- Integrate multiple life roles and responsibilities in family, work and community settings.
- Evaluate management practices related to the human, economic and environmental resources.
- Demonstrate management of individual and family resources, including financial, food, transportation, consumerism, wellness, advertising, housing, relationships and parenting responsibilities.
- Apply management principles to individual and family practices.
- Integrate knowledge, skills and practices required for careers in the future.
- Analyze principals of human growth and development across the life span.
- Demonstrate respectful and caring relationships in the family, workplace and community.
- Demonstrate communication skills that contribute to positive relationships.
- Demonstrate standards that guide behavior in interpersonal relationships.
- Demonstrate nutrition and wellness practices that enhance individual and family well being.
- Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.
- Evaluate the impact of parenting roles and responsibilities on strengthening the well

being of individuals and families.

Goals adapted and taken from the National Standards for Family and Consumer Sciences publication.

INDEPENDENT LIVING

Course Scope & Sequence

1. Wellness
 - a. Personal Fitness
 - b. Nutrition
 - c. Balancing Lifestyles
 - d. Addictions
 - e. Family Crisis
 - f. Mental Health
 - g. Recreation
2. Consumerism
 - a. Consumer Protection Services
 - b. Legal Rights
 - c. Consumer Rights & Responsibilities
 - d. Letter of Complain/Concern
3. Decision Making
 - a. Goal Setting
 - b. Value Identification
 - c. Personal Organization
4. Careers
 - a. Career Research

- b. Resume
 - c. Interviewing
 - d. Business Etiquette
5. Personal Finance
- a. Financial Planning: Budgeting
 - b. Decoding Paycheck
 - c. Banking
 - d. Checking Accounts
 - e. Investments
 - f. Understanding Taxes
6. Credit
- a. Financial Responsibility
 - b. Comparison Shopping
 - c. Credit Laws
 - d. Credit Ratings
 - e. Car Purchasing
 - f. Housing: Renting vs. Purchasing
 - g. Leases vs. Loans
7. Understanding Self
- a. Personal Inventory
 - b. Communication Skills
8. Relationships
- a. Dating
 - b. Building Healthy Relationships
 - c. Diversity Acceptance
 - d. Sexual Decision Making
 - e. Mate Selection
 - f. Conflict Resolution
 - g. Life Enrichment
9. Children
- a. Child Rearing Decisions
 - b. Financial Considerations
 - c. Parental Responsibilities
10. Retirement
- a. Elder Care Decisions

Family, Career and Community Leaders of America (FCCLA) leadership integrated into all units.

INDEPENDENT LIVING
Course Evaluation/Assessment

The students may demonstrate proficiency through one of more of the following methods:

- By completing classroom projects
- Through classroom participation and interaction, role playing
- Applications, tests, quizzes, and written artifacts
- Self-evaluation

INDEPENDENT LIVING
Course Instructional Materials

Text

Strengthening Family & Self, Leona Johnson
Creative Living, Glencoe

Supplemental Materials

Seattle Times
South King County Journal
Magazines (current periodicals from school library)
Department of Social & Health Services pamphlets
King County Bar Association
Conference reference materials
Guest speakers and publications for topics covered in class:
 Boeing Credit Union
 Better Business Bureau
 Wells Fargo, Bank of America, etc.
 Consumer Credit Counseling Service
 U.S. Dex
 Washington Insurance Council
 Attorney General's Office
 King County Tenant Office
 King County Health Department

INDEPENDENT LIVING

Leadership and Vocational Plan

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS	INTEGRATED INTO CURRICULUM
<p>Area 1: Introduction to Leadership Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> • Discuss the purpose of developing personal and group leadership skills. 	<ul style="list-style-type: none"> • Offers an opportunity for student to explore their career of choice and make informed post-secondary decisions. • Provide students with an opportunity to apply what they learn to real life situations. • Guest speakers from industry. 	<ul style="list-style-type: none"> • Small group projects/activities • Help teach peer new concepts • Projects completed for community and FCCLA
<p>Area 2: Personal Qualities Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> • Determine the importance of values and goals. • Identify short and long term goals. • Describe how personal values are reflected in work ethics. • Share how they will personally act in certain situations. 	<ul style="list-style-type: none"> • Demonstrate leadership ability by applying decision-making and problem-solving techniques. • Integrate knowledge, skills, and applications required for independent living. 	<ul style="list-style-type: none"> • Plan time as related to class assignments and due dates. • Plan of procedures for project work & FCCLA
<p>Area 3: Interpersonal Skills Students will become aware of and demonstrate interpersonal skills needed to function in a global society.</p>	<ul style="list-style-type: none"> • Demonstrate how to work cooperatively with community members and classmates. • Develop goals from self-evaluation. • Determine whether goals are conceivable, achievable, and can be measured. • Write down necessary steps to carry out each goal. Evaluate each step. • Manage and resolve positive stress and adversity in the work setting. 	<ul style="list-style-type: none"> • Guest speakers from colleges, industry and related curriculum resources. 	<ul style="list-style-type: none"> • Utilize appropriate etiquette to communicate effectively regarding projects. • Work in a team environment to achieve project goals.

<p>Area 4: Communication Skills Students will be able to communicate effectively utilizing the tools learned in the classroom setting.</p>	<ul style="list-style-type: none"> • Will prepare formal and informal presentations. 	<ul style="list-style-type: none"> • Role Play • Individual presentations 	<ul style="list-style-type: none"> • Written plan for procedures for project work according to FCCLA guidelines
<p>Area 5: Community Students will develop an understanding and demonstrate knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> • Recognize how the skills of Independent Living can enhance one's functioning as a positive community member. 	<ul style="list-style-type: none"> • FCCLA projects and related curriculum requirements. 	<ul style="list-style-type: none"> • Evaluation of current resources • Complete and evaluate projects
<p>Area 6: Personal and Tech Resources. Students will be able to utilize personal and technological resources to make decisions for the family, community and workplace.</p>	<ul style="list-style-type: none"> • Become familiar with computer programs and other technical resources. 	<ul style="list-style-type: none"> • Demonstrate ability to successfully use variety of software applications. 	<ul style="list-style-type: none"> • Apply multi-media resources into all areas of design
<p>Area 7: Group Dynamics Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> • Understand team skills. • Develop group facilitation skills. • Project management 	<ul style="list-style-type: none"> • Receive and give appropriate, constructive evaluation of projects by both classmates and mentor teachers. 	<ul style="list-style-type: none"> • Variety of projects completed through team cooperation.
<p>Area 8: Employability Skills Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> • Identify behaviors to establish successful relationships in a working environment • Identify means of dealing with conflict resolution within a team setting. • Identify and demonstrate proper work ethics. 	<ul style="list-style-type: none"> • Guest speakers from colleges, industry and related curriculum resources. 	<ul style="list-style-type: none"> • Offers personal challenges to let students apply their skills in real life situation. • Helps students integrate career and life skills and academic education through applied learning.