



***Department of Teaching & Learning***  
***Parent/Student Course Information***

***Independent Living***  
***(HE 8250)***  
***One Credit, One Year***  
***Grades 9 – 12***

*Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.*

**COURSE DESCRIPTION**

This comprehensive course is designed to help students meet the challenges of their daily lives with confidence. Students will learn basic information and practical skills related to such topics as interpersonal and family relationships, career preparation, financial management, life management, healthy living, foods and nutrition, clothing, and housing.

**CERTIFICATION**

Workplace Readiness Skills for the Commonwealth Examination

**STUDENT ORGANIZATION**

Family, Career and Community Leaders of America (FCCLA)

FCCLA is a national career and technical student organization that promotes personal growth and leadership through Family and Consumer Sciences education. As part of the FACS curriculum, the FCCLA framework helps students develop character, think creatively and critically and prepare for careers through practical knowledge and specific skills.

**PREREQUISITE**

None

**OPTIONS FOR NEXT COURSE**

Introduction to Culinary Arts

Introduction to Interior Design I

Parenting and Child Development

**REQUIRED STUDENT TEXTBOOK**

*Succeeding in Life and Career*, 2017

## COMPETENCIES FOR INDEPENDENT LIVING

### Demonstrating Professional Competencies

- 1 Demonstrate positive work ethic.
- 2 Demonstrate integrity.
- 3 Demonstrate teamwork skills.
- 4 Demonstrate self-representation skills.
- 5 Demonstrate diversity awareness.
- 6 Demonstrate conflict-resolution skills.
- 7 Demonstrate creativity and resourcefulness.
- 8 Demonstrate effective speaking and listening skills.
- 9 Demonstrate effective reading and writing skills.
- 10 Demonstrate critical-thinking and problem-solving skills.
- 11 Demonstrate healthy behaviors and safety skills.
- 12 Demonstrate an understanding of workplace organizations, systems, and climates.
- 13 Demonstrate lifelong-learning skills.
- 14 Demonstrate job-acquisition and advancement skills.
- 15 Demonstrate time-, task-, and resource-management skills.
- 16 Demonstrate job-specific mathematics skills.
- 17 Demonstrate customer-service skills.
- 18 Demonstrate proficiency with technologies common to a specific occupation.
- 19 Demonstrate information technology skills.
- 20 Demonstrate an understanding of Internet use and security issues.
- 21 Demonstrate telecommunications skills.
- 22 Demonstrate workplace safety.

### Examining All Aspects of an Industry

- 23 Examine aspects of planning within an industry/organization.
- 24 Examine aspects of management within an industry/organization.
- 25 Examine aspects of financial responsibility within an industry/organization.
- 26 Examine technical and production skills required of workers within an industry/organization.
- 27 Examine principles of technology that underlie an industry/organization.
- 28 Examine labor issues related to an industry/organization.
- 29 Examine community issues related to an industry/organization.
- 30 Examine health, safety, and environmental issues related to an industry/organization.

### Addressing Elements of Student Life

- 31 Identify the purposes and goals of the student organization.
- 32 Explain the benefits and responsibilities of membership in the student organization as a student and in professional/civic organizations as an adult.
- 33 Demonstrate leadership skills through participation in student organization activities, such as meetings, programs, and projects.
- 34 Identify Internet safety issues and procedures for complying with acceptable use standards.

### Exploring Work-Based Learning

- 35 Identify the types of work-based learning (WBL) opportunities.
- 36 Reflect on lessons learned during the WBL experience.
- 37 Explore career opportunities related to the WBL experience.
- 38 Participate in a WBL experience, when appropriate (optional).

### **Balancing Work and Family**

- 39 Analyze the meaning of work and the meaning of family.
- 40 Compare how families affect work life and how work life affects families.
- 41 Identify management strategies for balancing work and family roles.
- 42 Describe the relationship of family goals and principles to work goals and principles.
- 43 Explain ways in which social, economic, and technological changes and trends affect work and family dynamics.
- 44 Develop strategies for sharing responsibilities to manage family and work.

### **Creating and Maintaining Healthy Relationships**

- 45 Explain the benefits of establishing and maintaining healthy relationships.
- 46 Identify the situational guidelines that influence behavior in interpersonal relationships.
- 47 Identify conflict-resolution methods.
- 48 Evaluate conflict-prevention and management techniques
- 49 Identify aspects of mental illness that can affect healthy relationships.

### **Managing Resources to Achieve Goals**

- 50 Distinguish between wants and needs.
- 51 Develop short- and long-term personal goals.
- 52 Use the FCCLA planning process to achieve individual and group goals.

### **Investigating Career Development Opportunities**

- 53 Research career options within the family and consumer sciences (FCS) career clusters/pathways.
- 54 Set short- and long-term career goals related to career choice.

### **Making Responsible Consumer Choices**

- 55 Evaluate sources of consumer information.
- 56 Identify strategies for a planned buying process.
- 57 Describe consumer rights and responsibilities.

### **Managing Personal and Family Finances**

- 58 Describe the impact of the fundamental principles of economics on personal finances.
- 59 Evaluate personal banking services.
- 60 Identify savings and investment options.
- 61 Identify the influence of a credit report.
- 62 Describe identity theft.
- 63 Identify strategies for making decisions about debt.
- 64 Identify strategies for managing risk.
- 65 List legal documents related to home, personal, and family management.
- 66 Develop a spending plan.

### **Creating and Maintaining a Living Environment**

- 67 Examine rights and responsibilities of homeowners, landlords, and tenants.
- 68 Compare housing options.
- 69 Explain the home-seeking process.
- 70 Outline necessary home-maintenance tasks with regard to resources and abilities.
- 71 Design a living environment to meet personal, family, and financial needs.

### **Obtaining and Maintaining Clothing for Self and Family**

- 72 Identify factors to consider when selecting clothing.
- 73 Demonstrate clothing maintenance.

### **Planning, Preparing, and Serving Nutritious Foods**

- 74 Identify grocery shopping strategies.
- 75 Evaluate the nutritional information of various foods.86 Identify the function and sources of nutrients in food.
- 76 Demonstrate food safety and sanitation procedures.
- 77 Identify food-preservation methods.
- 78 Identify preparation techniques for preserving nutritional value in food.
- 79 Describe strategies for healthy eating.
- 80 Demonstrate the ability to prepare nutritious meals.
- 81 Demonstrate the ability to serve nutritious meals.

### **Child Development and Parenting**

- 82 Identify principles of human growth and development.
- 83 Describe conditions that influence human growth and development.
- 84 Identify roles and responsibilities of caregiving.
- 85 Identify caregiving practices that maximize human growth and development.

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Produced by the Department of Teaching and Learning.  
For further information, please call (757) 263-1070.

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