

MORENO VALLEY HIGH SCHOOL LIFE SKILLS CURRICULUM

Course Title: Life Skills Course Number: 0513

Department: Social Studies ADS Number: 0513

Prerequisites: None

Length of Course: 1 semester Credit/PRI Area: .5 credit Grade Level(s): 9-12

COURSE DESCRIPTION

This class is designed to help students develop skills to be successful learners, classmates, and employees. The emphasis of the course is on study skills, professional behavior and communication (verbal and written). Students will write academic papers and maintain a daily notebook to record notes from lecture, seminar, texts and other instructional materials. Students will record in their daily notebook main ideas, summaries, and review material.

SYLLABUS

Topics Covered:

1. Goal Setting
2. Communication Skills, Social and Professional
3. Conflict Management
4. Work Place Behavior
5. Team / Group Dynamics
6. Leadership and Followership Skills
7. Budgeting
8. Personal Finances

Skills:

1. Note taking
2. Summarizing
3. Paraphrasing
4. Test taking
5. Event planning (Student invited guest speakers)
6. Career exploration (Internet research)
7. Interviewing
8. Checkbook reconciliation
9. Completion of state and federal tax forms

STRATEGIES

Active listening, paraphrasing, and learning to be informed by others point of view rather than just advocating for one's own opinion
Connecting student interests to real world opportunities and application

Self assessment, “How do I best communicate my needs and self advocate?”
Teach conflict resolution techniques
Goal setting
Hands on practice with academic and real world skills such as money management

ASSESSMENTS

- **Forced Choice Items** – multiple choice tests, true/false, fill-in-the-blank, matching.
- **Essay Questions**
- **Performance Tasks** – I.e. Meeting deadlines, professional communication and presentation, and homework
- **Socratic Seminar Rubric** – The framework of the rubric is listed below:
 1. **ACADEMIC SKILLS** – Textual understanding; speaking; listening; knowing how to learn; critical thinking
 2. **SOCIAL SKILLS** – Teamwork; Sensitivity/Good manners
 3. **PERSONAL SKILLS** – Honesty and integrity; Willingness to accept criticism; Responsibility and initiative
- **Teacher Observation** – Group participation and leadership
- **Student Self-Assessment** – Self analysis of video performances; students reflect on what they learned, strengths and weaknesses, and goal setting.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

The Millionaire Next Door

SUGGESTED TITLES/AUTHORS WEB SITES:

http://www.stthomas.edu/academic/support/helpful_study_skills_links.htm

<http://www.ci.maryville.tn.us/mhs/studyskills/>

<http://www.adprima.com/studyout.htm>

<http://42explore.com/careers.htm>

SEMINAR PIECES OR USE

- Human growth and development and the life cycle
- Understanding sexuality/relationships with the opposite sex
- Self-esteem, assertiveness, and decision-making
- Relationships: communication and negotiation with your partner
- HIV/AIDS: looking after people with AIDS
- STDs: prevention and symptoms
- Drugs and alcohol
- Violence and sexual abuse³/₄child abuse, incest, rape, and coercion
- Career planning
- Effective employees
- Personal interests and career traits

STRAND I: CAREER READINESS**CONTENT STANDARD 1: STUDENTS WILL IDENTIFY THEIR CAREER INTERESTS AND APTITUDES TO DEVELOP AN EDUCATIONAL PLAN WHICH SUPPORTS PERSONAL CAREER GOALS.**

BENCHMARK: See A-E below:

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	A. Analyze and evaluate personal interests and aptitudes for proper course selection and career choices; B. Participate in activities to explore the free enterprise system; C. Write, evaluate, and revise a career plan consistent with career interests, aptitudes, and abilities; D. Demonstrate job acquisition skills by completing a resume; and E. Demonstrate marketable skills for entry into a post secondary education or training program or a chosen career field.	Take personal interest/aptitude tests on-line Interpret of interest/aptitude results. Identify areas to be developed to achieve goals and strengthen resume.

STRAND I: CAREER READINESS**CONTENT STANDARD 2: STUDENTS WILL UTILIZE AND MANAGE RESOURCES EFFECTIVELY TO PRODUCE QUALITY SERVICES AND PRODUCTS.**

BENCHMARK: See A-C below:

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	A. Maintain a personal management system which includes goals, identifies required resources, prioritizes activities, and evaluates progress toward achievement of goals within a specified timeline; B. As a member of a working team, assess knowledge and skills within the group, delegate responsibilities, and evaluate team performance; and C. Prepare a budget and make cost and revenue forecasts to support a simulated business enterprise which designs and markets a product or service developed by the student(s).	Goal assessment - to break down goals into achievable step-by-step tasks. Teamwork – In teams, students plan and prepare a themed meal. (Students create a menu, create a shopping list, task list, and develop alternative plans.) Lessons focus on time management, interpersonal skills, conflict management, budgeting, etc.

STRAND I: CAREER READINESS**CONTENT STANDARD 3: STUDENTS WILL DEMONSTRATE THE TECHNOLOGICAL KNOWLEDGE AND SKILLS REQUIRED FOR FUTURE CAREERS.**

BENCHMARK: See A-D below:

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<p>A. Explain how technology is used in communications and the arts; engineering, industry, and science; health and human services; and business and marketing;</p> <p>B. Demonstrate knowledge of advanced computer operations used to design, develop, and maintain products and services;</p> <p>C. Analyze and evaluate advanced technological systems used within the various career fields and identify the knowledge and skills required for advanced training or employment; and</p> <p>D. Demonstrate advanced technological knowledge and skills required for entry into career fields of interest.</p>	<p>Students will use reference texts such as the <i>Occupational Outlook Handbook</i> to learn what workers do on-the-job, working conditions, the training and education needed, earnings, and expected job prospects.</p> <p>Students will interview an individual working in a career of interest to the student. Students will ask about the interviewee's background, both educational and work experience, and his/her use of technology on the job.</p> <p>Students will present their occupational research project to the class in a PowerPoint presentation.</p>

STRAND I: CAREER READINESS**CONTENT STANDARD 4: STUDENTS WILL DEVELOP AND DEMONSTRATE RESPONSIBLE AND ETHICAL WORKPLACE BEHAVIORS.**

BENCHMARK: See A-E below:

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	<p>A. Analyze and integrate positive behavior, conduct, and social manners with the school, workplace, and community;</p> <p>B. Demonstrate ability to work cooperatively to accomplish objectives;</p> <p>C. Demonstrate a high level of effort and perseverance toward goal attainment, both individually and as a team member;</p> <p>D. Demonstrate appropriate and legal behaviors necessary to obtain and maintain employment; and</p> <p>E. Investigate, analyze, and apply safety standards related to the school, community, and workplace</p>	<p>Students will conduct an Internet-based Treasure Hunt on business ethics. http://www.esc20.net/etprojects/formats/treasure_hunt/misc99/ethics/</p> <p>Seminar on topics such as:</p> <ul style="list-style-type: none"> • School, home, and workplace safety • Teen driving & teen fatality statistics • Sexual harassment in the workplace

STRAND I: CAREER READINESS**CONTENT STANDARD 5: STUDENTS WILL DEVELOP EFFECTIVE LEADERSHIP, INTERPERSONAL, AND TEAM SKILLS**

BENCHMARK: See A-D below:

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
9-12	A. Identify and utilize individual interests, aptitudes, and skills with the group to accomplish goals; B. Analyze how individual differences impact the school and work setting; C. Demonstrate ability to work with others from diverse backgrounds; and D. Demonstrate leadership within a group through effective communication, ability to motivate team members, and effective delegation of responsibility.	Students ready about workplace and academic attributes. They use these lists to: <ul style="list-style-type: none">• Evaluate teammates attributes• How teammates attributes can best be put to use• What are the team mates preferences, what areas are they comfortable, and uncomfortable?• Develop a theory of how leaders communicate• How team leaders respond to the needs of the team, Students are given several tasks requiring teamwork, and after each team activity, the group assesses individual achievements as well as achievement of the group as a whole. Students examine specific roles and tasks and their efficiency and effectiveness.