

**SUN PRAIRIE AREA SCHOOL DISTRICT
COURSE POWER STANDARDS**

<u>Course Title:</u>	Your Future and You	<u>Grade:</u>	8th
<u>Curriculum Area:</u>	Family and Consumer Education	<u>Course Length:</u>	Semester
<u>Credit Status:</u>	Elective	<u>Date submitted:</u>	05/06

Expected Student Results/Power Standards

At the end of the course the student will be expected to:

1. Understand the importance of individual roles, values, and responsibilities in the family, workplace, and community.
2. Apply problem solving and decision making skills through activities and laboratory experiences.
3. Set goals for healthy living and resource management as related to the needs of individuals, families, and society.
4. Develop creative and practical life skills related to the needs of individuals, families, and society.

Power Standard: Understands the importance of individual roles, values and responsibilities in the family, workplace, and community. (1)

Students will need to know (Content and/or concepts to be learned)	Students will be able to do (Skills and/or processes to be learned)
<p>A. How does life work planning affect an individual's ability to become a productive member of society?</p> <ul style="list-style-type: none">• Lifework planning• Work of the family• Development of assets <p>B. Career exploration</p> <p>C. Entrepreneurship</p>	<ul style="list-style-type: none">• Identify the importance of developing a personal information system that integrates work, education, interests and family life.• Illustrate understanding of concept work of the family and its contribution in meeting family member's needs through self-assessment. Analyze their developmental assets.• Compare the power of assets to protect them from high-risk behaviors and to promote positive attitudes and behaviors.• Recognize the essential knowledge and skills needed for the world of work.• Identify family and consumer education related careers in the six cluster areas. Reflect on the relationship of educational preparation and school to work transitional skills.• Visit our business education partner, Village Hearth Bakery.• Form companies<ul style="list-style-type: none">o Do market researcho Advertisingo Productiono Sales• Identify skills necessary to be a successful entrepreneur.

Course: Your Future and You

Power Standard: Apply problem solving and decision making skills through activities and laboratory experiences. (2)

Students will need to know (Content and/or concepts to be learned)	Students will be able to do (Skills and/or processes to be learned)
<p>A. How do problem solving and decision-making skills related to life work planning help individuals to be successful?</p> <ul style="list-style-type: none">• Envisioning your future• Developmental assets• Goal setting• Independent Living Skills<ul style="list-style-type: none">o Work of the familyo Travel projects <ul style="list-style-type: none">• Career exploration <ul style="list-style-type: none">• Entrepreneurship	<ul style="list-style-type: none">• Demonstrate ability to use problem solving and decision-making skills to function as productive members of society.• Compare their self-assessment results to developmental assets research.• Recognize how goal setting affects family members' ability to be productive.• Apply goal setting, problem solving and decision making skills to produce sewing projects related to travel. <ul style="list-style-type: none">• Analyze the reasons why people work. Reflect on the relationship of goals and personal attributes to careers. <ul style="list-style-type: none">• Apply goal setting, problem solving, and decision-making to form competitive companies.

Power Standard: Set goals for healthy living and resource management as related to the needs of individuals, families, and society. (3)

Students will need to know (Content and/or concepts to be learned)	Students will be able to do (Skills and/or processes to be learned)
<p>A. How do goal-setting choices affect their ability to meet the needs of individuals, family members and society?</p> <ul style="list-style-type: none">• Oh the places you will go – Planning for the future• Lifework planning• Goal setting action plan• Independent Living Skills<ul style="list-style-type: none">o Work of the family• Money management <ul style="list-style-type: none">• Career exploration <ul style="list-style-type: none">• Entrepreneurship	<ul style="list-style-type: none">• Analyze how life work planning helps to set your sights for life.• Synthesize information about life work planning and developmental assets by choosing 5 developmental assets that they could improve upon and setting 3 goals for each asset.• Set goals for managing resources, earning money and preserving wealth. <ul style="list-style-type: none">• Determine the amount of aptitude, education, experience, training and skills necessary to achieve individual career goals. <ul style="list-style-type: none">• Identify leadership, teamwork and cooperation skills necessary to run your own business.

Power Standard: Develop creative and practical life skills related to the needs of individuals, family, and society. (4)

Students will need to know (Content and/or concepts to be learned)	Students will be able to do (Skills and/or processes to be learned)
<p>A. How can teens use their creativity with practical life skills to help them to become successful adults, family members, and employees or employers?</p> <ul style="list-style-type: none">• Planning for the future• Increasing developmental assets• Using independent life skills <ul style="list-style-type: none">• Career exploration• Entrepreneurship	<ul style="list-style-type: none">• Explain how life work planning is unique to each of us and changes with experiences.• Analyze ways to increase their developmental assets and therefore be more likely to be successful in life.• Demonstrate the ability to read and follow technical directions to produce projects relate to travel.• Demonstrate the ability to read and follow directions and use group cooperation skills to develop food products.• Recognize essential school and work skills• Create a student portfolio including resume and applications for employment.• Participate in a mock interview.• Use creativity to solve problems in various food production scenarios.

Power Standard: Demonstrate the ability to apply technology in real life contexts. (5)

Students will need to know (Content and/or concepts to be learned)	Students will be able to do (Skills and/or processes to be learned)
<p>A. How will the ability to apply technology help them to problem solve in real life situations?</p> <ul style="list-style-type: none">• Read• Sequence• Apply technical directions• Use technology <ul style="list-style-type: none">• Career exploration <ul style="list-style-type: none">• Entrepreneurship	<ul style="list-style-type: none">• Read, sequence and follow technical directions to operate lab equipment to carry out the work of the family. <ul style="list-style-type: none">• Recognize workplace competencies expected from businesses.• Apply the use of technology in lab situations. <ul style="list-style-type: none">• Use technology to do product research, study market trends, and run competitive business.