

CLUSTER
COURSE
WVEIS CODE

Human Services
Life Connections
0901

COURSE DESCRIPTION

The Skill Sets in this course focus on the advanced level of knowledge necessary for the development of responsible and disciplined behaviors leading to self-sufficiency in adulthood. Life Connections is an elective designed for seniors and may be an adjunct to any CTE Program of Study

SKILL SETS

Career Awareness

Communication

Leadership Development and Community Involvement

Life Choices & Relationships

Nutrition, Food and Wellness (AAFCS Competencies

Consumer Awareness (AAFCS Competencies: <http://www.aafcs.org/CredentialingCenter/finance.asp>)

| Skill Set | Career Awareness | | |
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| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | | |
| 0901.1 | <ul style="list-style-type: none"> • career paths. • goal development and achievement. • attitudes and work habits that support career retention and advancement. • personal qualities and abilities needed for career success. • communication in varied contexts. | | |
| | <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> |
| | 0901.2 | <ul style="list-style-type: none"> • relate skills and abilities to possible career pathways. | |
| | 0901.3 | <ul style="list-style-type: none"> • explain methods of goal development. | |
| | 0901.4 | <ul style="list-style-type: none"> • discuss methods of time management and task coordination. | |
| 0901.5 | <ul style="list-style-type: none"> • practice professionalism in punctuality, appropriate dress, task completion, etc. | | |
| 0901.6 | <ul style="list-style-type: none"> • apply good personal grooming habits. | | |
| 0901.7 | <ul style="list-style-type: none"> • evaluate factors affecting a positive personal and professional image in personal style of dress. | | |
| 0901.8 | <ul style="list-style-type: none"> • develop routine habits for appropriate care of clothing. | | |
| 0901.9 | <ul style="list-style-type: none"> • investigate methods of supervision such as giving and receiving feedback and instruction. | | |
| 0901.10 | <ul style="list-style-type: none"> • develop and present a statement of personal work ethic beliefs. | | |

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| 0901.11 | <ul style="list-style-type: none"> prepare an application, cover letter, resume and thank you letter. | |
| 0901.12 | <ul style="list-style-type: none"> create an employment portfolio for use when applying for employment. | |
| 0901.13 | <ul style="list-style-type: none"> practice simulated job interviews. | |
| Skill Set | Communication | |
| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | |
| 0901.14 | <ul style="list-style-type: none"> concepts of effective communication skills. | |
| | <ul style="list-style-type: none"> written communication skills. | |
| | <ul style="list-style-type: none"> oral communication skills. | |
| | <ul style="list-style-type: none"> interpreting information and ideas. | |
| <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> |
| 0901.15 | <ul style="list-style-type: none"> interpret verbal and nonverbal communication. | |
| 0901.16 | <ul style="list-style-type: none"> apply basic speaking and active listening skills including reflection, restatement and clarification techniques. | |
| 0901.17 | <ul style="list-style-type: none"> recognize barriers to communication. | |
| 0901.18 | <ul style="list-style-type: none"> recognize the elements of communication using a sender-receiver model. | |
| 0901.19 | <ul style="list-style-type: none"> apply speaking and active listening skills. | |
| 0901.20 | <ul style="list-style-type: none"> recognize elements of written and electronic communication including writing a letter (spelling, grammar and formatting). | |
| 0901.21 | <ul style="list-style-type: none"> recognize the importance of courtesy and respect for customers and colleagues and maintain good interpersonal relationships. | |
| 0901.22 | <ul style="list-style-type: none"> discuss how to adapt communication skills to varied levels of understanding and cultural orientation including diverse age, cultural, economic, ethnic and religious groups. | |
| 0901.23 | <ul style="list-style-type: none"> distinguish between and report subjective and objective information. | |
| 0901.24 | <ul style="list-style-type: none"> report relevant information in order of occurrence. | |
| 0901.25 | <ul style="list-style-type: none"> select and employ appropriate communication concepts and strategies to enhance oral and written communication in the workplace. | |
| 0901.26 | <ul style="list-style-type: none"> locate, organize and reference written information from various sources. | |
| 0901.27 | <ul style="list-style-type: none"> design, develop and deliver formal and informal presentations using appropriate media to engage and inform diverse audiences. | |
| 0901.28 | <ul style="list-style-type: none"> develop and interpret tables and charts to support written and oral communication. | |
| Skill Set | Consumer Awareness/Personal and Family Finance http://www.aafcs.org/res/Credentialing/prepac/Competency_Lists/Personal and Family Finance Competencies.pdf | |

| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | | |
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| 0901.29 | • financial responsibility and decisionmaking. | | |
| | • income and careers. | | |
| | • planning and money management. | | |
| | • credit and debit. | | |
| | • risk management and insurance. | | |
| | • saving and investing. | | |
| <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> | |
| 0901.30 | • | take responsibility for personal and family financial decisions based on needs, wants, and values. | |
| 0901.31 | • | find and evaluate financial information from a variety of sources. | |
| 0901.32 | • | examine consumer decisions, mass media, advertising and impulse buying. | |
| 0901.33 | • | discuss how peers, mass media and advertising can affect an individual's purchases. | |
| 0901.34 | • | examine factors that influence price, quality and consumer services. | |
| 0901.35 | • | make financial decisions by systematically considering alternatives, consequences, and the economy. | |
| 0901.36 | • | develop communication strategies for addressing individual and family financial issues including needs, wants, and values. | |
| 0901.37 | • | control personal information. | |
| 0901.38 | • | identify the relationship of work or career goals as they relate to family goals. | |
| 0901.39 | • | explore employment options for making a living. | |
| 0901.40 | • | analyze the effect of education and skills on employment. | |
| 0901.41 | • | analyze how employment choices and economic conditions affect income. | |
| 0901.42 | • | identify sources of personal income. | |
| 0901.43 | • | describe factors affecting take-home pay. | |
| 0901.44 | • | develop a plan for spending and saving based upon personal and family goals and values. | |
| 0901.45 | • | develop a system for keeping and using financial records and legal documents. | |
| 0901.46 | • | describe and analyze how to use different payments including banking services. | |
| 0901.47 | • | apply consumer skills to purchasing decisions including analyzing food and clothing choices. | |
| 0901.48 | • | develop a personal or family financial plan. | |
| 0901.49 | • | examine the purpose and importance of estate and long-term financial planning. | |

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| 0901.50 | • | identify personal and family goals related to credit and debt. | |
| 0901.51 | • | outline responsibilities as related to obtaining and managing personal and family credit. | |
| 0901.52 | • | identify the costs and benefits of various types of credit. | |
| 0901.53 | • | compare types of loans used to finance a car, education expenses, and housing. | |
| 0901.54 | • | explain the purpose of a credit record and identify borrowers' credit report rights. | |
| 0901.55 | • | describe ways to avoid or correct debt problems. | |
| 0901.56 | • | summarize major consumer credit laws. | |
| 0901.57 | • | identify common types of risks and basic risk management methods. | |
| 0901.58 | • | explain the purpose and importance of property and liability insurance protection as part of individual and family financial planning. | |
| 0901.59 | • | explain the purpose of health, disability and life insurance protection as part of individual and family financial planning. | |
| 0901.60 | • | compare saving and investment options to meet various personal and family goals. | |
| 0901.61 | • | discuss how saving and investment contributes to financial well-being and goal achievement. | |
| 0901.62 | • | describe alternatives for researching, purchasing and utilizing saving and investment products. | |
| 0901.63 | • | explain how interest rates, taxes and fees affect the return on savings and investments. | |
| 0901.64 | • | investigate how agencies that regulate financial markets protect consumers. | |
| Skill Set | | Nutrition, Food and Wellness http://www.aafcs.org/CredentialingCenter/nutrition.asp | |
| <i>Knowledge Objectives</i> | | <i>Students will demonstrate knowledge of</i> | |
| 0901.65 | • | healthy behaviors. | |
| | • | wellness. | |
| | • | disease prevention. | |
| | • | nutrition principles. | |
| | • | food handling. | |
| | • | food safety. | |
| <i>Performance Objectives</i> | | <i>Students will</i> | <i>Skill Set Met</i> |
| 0901.66 | • | apply behaviors that promote health and wellness. | |
| 0901.67 | • | identify personal health practices and environmental factors which affect optimal function of each of the major body systems. | |
| 0901.68 | • | identify psychological reactions to illness including defense mechanisms. | |

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| 0901.69 | <ul style="list-style-type: none"> • discuss the adverse effects of the use of alcohol, tobacco and both legal and illegal drugs on the human body, and apply safety practices related to these and other high risk behaviors. | |
| 0901.70 | <ul style="list-style-type: none"> • distinguish among the five schedules of controlled substances. | |
| 0901.71 | <ul style="list-style-type: none"> • explain basic concepts of positive self-image, wellness and stress. | |
| 0901.72 | <ul style="list-style-type: none"> • develop a wellness and stress control plan that can be used in personal and professional life. | |
| 0901.73 | <ul style="list-style-type: none"> • explore and utilize the U.S. Department of Agriculture's MyPlate Food guide. | |
| 0901.74 | <ul style="list-style-type: none"> • examine the basic food groups. | |
| 0901.75 | <ul style="list-style-type: none"> • identify the six essential nutrients. | |
| 0901.76 | <ul style="list-style-type: none"> • describe strategies for the prevention of disease including health screenings and examinations. | |
| 0901.77 | <ul style="list-style-type: none"> • Assess emotional, psychological, spiritual, cultural, and intellectual influences on individual/family food choices and nutrition and wellness across the lifespan. | |
| 0901.78 | <ul style="list-style-type: none"> • Analyze economic and environmental influences on food choices and nutritional practices. | |
| 0901.79 | <ul style="list-style-type: none"> • Analyze governmental influences to include legislation and regulation related to nutrition and wellness. | |
| 0901.80 | <ul style="list-style-type: none"> • Analyze the effects of food and diet fads on wellness. | |
| 0901.81 | <ul style="list-style-type: none"> • Apply science-based dietary guidelines in planning to meet nutrition and wellness needs of individuals and families. | |
| 0901.82 | <ul style="list-style-type: none"> • Recognize health and nutrition requirements of individuals and families with special needs. | |
| 0901.83 | <ul style="list-style-type: none"> • Demonstrate ability to select, store, prepare, and serve nutritious, safe and appealing foods. | |
| 0901.84 | <ul style="list-style-type: none"> • Evaluate food and nutrition information, including food labels, in relation to the nutrition content of the food. | |
| 0901.85 | <ul style="list-style-type: none"> • Assess conditions and practices that promote safe food handling and methods for preventing a food borne illness outbreak for commercial and home practice. | |
| 0901.86 | <ul style="list-style-type: none"> • Analyze safety and sanitation practices in retail, institutions and home (including the use of equipment). | |
| 0901.87 | <ul style="list-style-type: none"> • Analyze the causes and foods at risk for food borne illnesses. | |

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| 0901.88 | <ul style="list-style-type: none"> Analyze influence of scientific and technical advances on the nutrient content, availability, and safety of foods. | |
| 0901.89 | <ul style="list-style-type: none"> Relate scientific and technical advances in food processing, storage, product development, and distribution for nutrition and wellness. | |
| 0901.90 | <ul style="list-style-type: none"> Determine the effects of food science and technology on meeting nutritional needs. | |
| 0901.91 | <ul style="list-style-type: none"> Evaluate the functions and the requirements of <i>vitamins, minerals, proteins, fats, carbohydrates and water</i> on nutrition and wellness across the lifespan, and their food sources. | |
| Skill Set | | Life Choices and Relationships |
| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | |
| 0901.100 | <ul style="list-style-type: none"> personal roles and traits. | |
| | <ul style="list-style-type: none"> heredity and environment. | |
| | <ul style="list-style-type: none"> adjusting to change. | |
| | <ul style="list-style-type: none"> identifying problems and crises. | |
| | <ul style="list-style-type: none"> problems solving techniques. | |
| | <ul style="list-style-type: none"> family dynamics. | |
| | <ul style="list-style-type: none"> peer relationships. | |
| <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> |
| 0901.101 | <ul style="list-style-type: none"> examine how an individual's roles and personal traits influence the development of their self-concept. | |
| 0901.102 | <ul style="list-style-type: none"> examine the factors that develop a positive self image. | |
| 0901.103 | <ul style="list-style-type: none"> demonstrate appropriate etiquette in social situations. | |
| 0901.104 | <ul style="list-style-type: none"> predict how the development characteristic changes in early adolescence influence an individual's self-image. | |
| 0901.105 | <ul style="list-style-type: none"> analyze roles and responsibilities in relationships. | |
| 0901.106 | <ul style="list-style-type: none"> determine strategies for coping with various adolescent problems. | |
| 0901.107 | <ul style="list-style-type: none"> analyze the relationship between rights, roles, and responsibilities of family members. | |
| 0901.108 | <ul style="list-style-type: none"> articulate the difference in the meaning of values, goals, and priorities. | |
| 0901.109 | <ul style="list-style-type: none"> relate the importance of values in making personal decisions. | |
| 0901.110 | <ul style="list-style-type: none"> utilize decision making strategies. | |
| 0901.111 | <ul style="list-style-type: none"> examine effective conflict prevention and management techniques. | |
| 0901.112 | <ul style="list-style-type: none"> apply the elements in an effective management process. | |

| Skill Set | Leadership Development and Community Involvement | |
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| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | |
| 0901.113 | • leadership concepts. | |
| | • public speaking. | |
| | • parliamentary law. | |
| | • characteristics of effective teams and organizations. | |
| | • community needs. | |
| | • community roles and responsibilities. | |
| <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> |
| 0901.114 | • assess factors involved in successful leadership skills, citizenship traits and teamwork skills. | |
| 0901.115 | • apply leadership, citizenship and teamwork skills as an integral part of classroom activities. | |
| 0901.116 | • develop and deliver speeches. | |
| 0901.117 | • participate in meetings using parliamentary procedure. | |
| 0901.118 | • attend leadership conferences and training (local, state and/or national). | |
| 0901.119 | • investigate the opportunities available through a national student organization. | |
| 0901.120 | • volunteer in community service opportunities. | |
| 0901.121 | • participate in career development events. | |
| 0901.122 | • analyze recurring and evolving family, workplace and community concerns. | |
| 0901.123 | • investigate practical reasoning for responsible action in families, workplaces and communities in order to take responsible action. | |
| Skill Set | Safety | |
| <i>Knowledge Objectives</i> | <i>Students will demonstrate knowledge of</i> | |
| 0901.124 | • safety practices, policies, procedures and strategies related to both personal and environmental safety. | |
| <i>Performance Objectives</i> | <i>Students will</i> | <i>Skill Set Met</i> |
| 0901.125 | • define personal and environmental safety. | |
| 0901.126 | • anticipate and avoid or mitigate potential safety risks. | |
| 0901.127 | • list health and safety tools of a chosen trade. | |
| 0901.128 | • plan safe and appropriate responses to a variety of dangers and emergencies. | |
| 0901.129 | • identify causes, prevention and treatments for injuries. | |
| 0901.130 | • list responsible actions to create a safe and healthy environment. | |
| 0901.131 | • demonstrate proficiency in first aid techniques. | |