

Prep for Life

Grades 11-12 at Hellgate, Seeley-Swan, and Sentinel

Grade 12 at Big Sky

Credit: One Year (Elective)

Prerequisites: None

Course Description:

In this course students will gain knowledge of personal and community resources, family finances, and career skills. This course will meet the 21st Century needs and wants of individuals and families throughout the family life cycle, considering a broad range of economic, social, cultural, technological, environmental, and leadership factors. Students will engage in a variety of learning experiences, including hands-on applications, speakers, field trips, projects, as well as daily assignments and assessments.

Topics:

- Personal Growth
- Financial Literacy
- Career Choices and Employment Skills
- Conditions Affecting Individuals and Families
- Interpersonal Relationships

NOTE: Throughout this document, learning target types are identified as knowledge (“K”), reasoning (“R”), skill (“S”), or product (“P”).

STANDARD 1: Students experience various career opportunities and assess personal career pathways.

Benchmark 1:

Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.

Learning Targets (Type):

1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. (*P*)
2. I can formulate tentative career goals. (*R*)
3. I can evaluate approaches for meeting my goals. (*R*)
4. I can analyze potential career choices to determine the knowledge, skills, and attitudes associated with careers. (*R*)

Benchmark 2:

Utilize local resources to research career plans.

Learning Targets (Type):

1. I can identify local resources to develop career plans. (*K*)
2. I can contact my school career counselor or teacher to pursue career pathways. (*S*)

Benchmark 3:

Recognize the interrelationships of family, community, career, and leisure roles.

Learning Targets (Type):

1. I can describe the importance of balance between family and community in regards to career and leisure activities. *(R)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)

Benchmark 1:

Prepare a budget and keep financial records.

Learning Targets (Type):

1. I can research and report cost of materials and time. *(S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can stay within a fixed budget. *(S)*
5. I can develop a system for keeping and using financial records and legal documents. *(P)*
6. I can describe and analyze how to use different payments including banking services. *(R)*
7. I can develop a personal or family financial plan. *(P)*
8. I can identify personal and family goals related to credit and debt. *(K)*
9. I can outline responsibilities as related to obtaining and managing personal and family credit. *(R)*
10. I can identify the costs and benefits of various types of credit. *(K)*
11. I can compare types of loans use to finance a variety of wants and needs. *(R)*
12. I can describe the ways to avoid or correct debt problems. *(K)*
13. I can develop a plan for spending and saving. *(P)*
14. I can explain how interest rates, taxes and fees affect the return on savings and investment. *(K)*

Benchmark 2:

Prioritize, allocate time, prepare and follow schedules to complete a project.

Learning Targets (Type):

1. I can estimate the required time to complete a project. *(R)*
2. I can prioritize resources, equipment and tasks. *(R)*

Benchmark 3:

Apply appropriate time to task.

Learning Targets (Type):

1. I can implement a time schedule for task completion. *(S)*

Benchmark 4:

Use physical resources wisely to accomplish a goal.

Learning Targets (Type):

1. I can identify the resources necessary to accomplish the task. *(K)*
2. I can investigate how agencies that regulate financial markets protect consumers. *(S)*
3. I can describe alternatives for researching, purchasing and utilizing saving and investment products. *(K)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (Type):

1. I can investigate various leadership styles. (*S*)
2. I can apply leadership styles in group activities and projects. (*S*)
3. I can list the steps in the decision making process. (*K*)
4. I can implement the decision making process. (*K*)
5. I can demonstrate teamwork skills in school, community and workplace settings. (*S*)
6. I can demonstrate leadership skills and abilities in school, workplace and community settings. (*S*)

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (Type):

1. I can develop personal and work related goals. (*P*)
2. I can describe ethical behavior in the workplace. (*K*)
3. I can demonstrate work ethics and professionalism. (*S*)

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (Type):

1. I can develop professional relationships with community members. (*P*)
2. I can identify strategies that promote growth and development across the life span. (*K*)
3. I can analyze conditions that influence human growth and development. (*R*)
4. I can distinguish between wants and needs. (*R*)
5. I can explain how values influence decisions. (*K*)
6. I can identify personal values to guide my life. (*K*)
7. I can identify my legal rights and responsibilities. (*K*)
8. I can identify and put into place consumer rights and responsibilities. (*K*)
9. I can investigate savings and investing options. (*S*)
10. I can demonstrate independent living skills. (*S*)
11. I can identify conditions affecting individuals and families (including but not limited to: stress management, wellness, addiction, abuse, interpersonal relationships, aging, parenting decisions, and death). (*K*)
12. I can identify and connect with local resources to investigate assistance for conditions affecting individuals and families (including but not limited to: stress management, wellness, addiction, abuse, interpersonal relationships, aging, parenting decisions, and death). (*K*)

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (Type):

1. I can define and provide evidence of my strengths in my career interest areas. (*K*)
2. I can identify traits of a positive self concept. (*K*)

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (Type):

1. I can develop a working relationship with diverse populations. (*P*)
2. I can demonstrate communication skills that contribute to positive relationships. (*S*)
3. I can identify my needs, and voice them. (*K*)

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (Type):

1. I can demonstrate good listening skills. (*S*)

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (Type):

1. I can apply consumer skills to financial decisions. (*S*)
2. I can explain the purpose of a credit record and identify borrowers' credit report rights. (*K*)
3. I can summarize major consumer credit laws. (*R*)

Benchmark 2:

Practice safe and appropriate use of technology.

Learning Targets (Type):

1. I can differentiate appropriate use of cell phone technology. (*R*)
3. I can identify appropriate online tools for job searching. (*K*)
2. I can explain and identify the dangers of identity theft, and technology used to safeguard one's identity. (*K*)

Benchmark 3:

Select the appropriate tools, equipment, and procedures for the task.

Learning Targets (Type):

1. I can demonstrate the use of online tools for job searching. (*S*)
2. I can select a word processing program to create a resume. (*K*)
3. I can select money management software to create and maintain a budget. (*K*)

Benchmark 4:

Manage and maintain technological tools and follow troubleshooting protocol.

Learning Targets (Type):

1. I can identify the protocol for reporting a stolen identity. (*K*)
2. I can demonstrate how to revise my email and cell phone ring-back to be appropriate for job seeking. (*S*)

Benchmark 5:

Apply technical information to a variety of sources.

Learning Targets (Type):

1. I can identify a variety of financial institutions using the Internet. (*K*)
2. I can apply mathematical skills to figure pay, based on anticipated lifestyle choices. (*S*)
3. I can demonstrate how to distribute my resume using a variety of technological applications. (*S*)

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.

Benchmark 1:

Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (Type):

1. I can practice, and demonstrate my technical workplace skills in my school lab. (S)
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. (S)
3. I can develop a professional resume and cover letter. (P)
4. I can demonstrate job seeking and job keeping skills. (S)
5. I can demonstrate professional work clothing. (S)

Benchmark 2:

Apply the concepts of entrepreneurship.

Learning Targets (Type):

1. I can explain the concepts of entrepreneurship. (K)
2. I can demonstrate the concepts of entrepreneurship through a unique project. (S)

Benchmark 3:

Identify possible outcomes and consequences of decisions.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.

Benchmark 4:

Use acceptable industry standard equipment in a school setting.

Learning Targets (Type):

NOT ADDRESSED IN THIS COURSE.