

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000 - Washakie County School District No. 1

Program Name	Washakie #1 Online	Content Area	VE
Course ID	W19257G0.5011	Grade Level	9-12
Course Name	WOL-Life Skills	# of Credits	0.5
SCED Code	19257G0.5011	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This one-semester elective is designed to increase students' knowledge of and ability in using the skills necessary for everyday living. Life Skills emphasizes defining personal values, goal-setting and planning, and solving problems. Instructional material focuses on dealing with media and peer pressure, communication and relationships, working with others, avoiding and/or resolving conflict, decision-making, wellness and personal safety, aspects of good citizenship, environmental awareness, and how students can contribute to their own community. The course is organized in six units: Course Introduction; Thinking About Yourself; Thinking for Yourself; Taking Care of Yourself; Caring for Your Relationships; and Caring About Your World.

COURSE OBJECTIVES:

- Clarify personal values and set personal, academic, and occupational goals
- Make and follow plans to achieve personal, academic, or occupational goals.
- Gather and evaluate information from a variety of sources.
- Apply information analysis and decision-making skills to real-life choices.
- Develop and implement solution ideas for real-life problems.
- Create personalized eating, exercise and health-care programs that synthesize personal preferences with current nutritional and health recommendations.
- Demonstrate the use of appropriate safety precautions at home, work or school, and when traveling.
- Communicate skillfully with diverse people in a variety of situations.
- Apply conflict prevention and resolutions skills, including refusal skills.
- Research and demonstrate ways to make valuable contributions as a member of a team, community citizen, and/or volunteer.
- Analyze personal environmental impact and develop a plan to improve it.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.1	College and career-ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.3	College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.3	College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.1	College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (*CCSS W.11.4)
CV12.4.3	College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology.
CV12.5.3	College and career-ready students safely and ethically use current industry-standard tools and emerging technologies.
CV12.5.4	College and career-ready students utilize technology to develop innovative solutions or products.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
COURSE OUTLINE: Unit 1: Course Introduction • Section 1 - Introduction to Life Skills • Section 2 - Getting Started • Section 3 - Life Skills Portfolio	CV12.2.1 CV12.2.2 CV12.2.4 CV12.5.3 CV12.5.4	Student will: <ul style="list-style-type: none"> • Study business and personal ethics theory while analyzing your personal “self.”
Unit 2: Thinking About Yourself • Section 1 - Thinking About Yourself: Introduction • Section 2 - Defining Your Character • Section 3 - Setting Your Goals • Section 4 - Making Plans Section 5 - Exam Preparation Unit 3: Thinking for Yourself • Section 1 - Thinking for Yourself: Introduction • Section 2 - Making Decisions • Section 3 - Evaluating Information • Section 4 - Solving Problems • Section 5 - Exam Preparation	CV12.1.1 CV12.2.1 CV12.2.2 CV12.2.4 CV12.3.1 CV12.3.4 CV12.4.1 CV12.4.3 CV12.5.3 CV12.5.4	Student will: <ul style="list-style-type: none"> • Study business and personal ethics theory while analyzing your personal “self.” • Problem solve using the REASON process. • Describe key aspects of the decision-making process. • Work through the steps of the decision-making process to make personal, academic, and career decisions. • Apply ethical decision-making guidelines to evaluate decision options – REASON through a plan. • Outline and implement a plan. • Analyze and evaluate the plan. • Participate in threaded discussions related to business and personal ethics.
Unit 4: Taking Care of Yourself • Section 1 - Taking Care of Yourself: Introduction • Section 2 - Eating Well • Section 3 - Staying Well • Section 4 - Staying Safe • Section 5 - Exam Preparation	CV12.2.1 CV12.2.4 CV12.3.1 CV12.3.3 CV12.3.4 CV12.4.1 CV12.4.3 CV12.5.3 CV12.5.4	Student will: <ul style="list-style-type: none"> • Examine the supply and demand curves related to the consumer prices of producing food products. • Examine things that affect a product’s demand. • Research and develop a healthy eating plan that includes nutrition facts, researched prices, food preparation, food storage and safety. • Communicate your research in “Table” format using either Word or Excel.
Unit 5: Caring for Your Relationships • Section 1 - Caring for Your Relationships: Introduction • Section 2 - Communicating Skillfully • Section 3 - Being Part of a Team • Section 4 - Resolving Conflict • Section 5 - Saying No, Thanks • Section 6 - Exam Preparation	CV12.1.1 CV12.2.1 CV12.2.4 CV12.1.3 CV12.1.4 CV12.3.3 CV12.4.1 CV12.4.3 CV12.5.3 CV12.5.4	Student will: <ul style="list-style-type: none"> • Employ effective communication strategies including Active Listening, Feedback, I-messages, and Paraphrasing. • Identify the five Communication Roadblocks that contribute to the breakdown of personal and career related relationships including: Close-

SCOPE AND SEQUENCE

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		<p>Talker, Devil’s Advocate, Reach out and Touch Someone, and Time Out.</p> <ul style="list-style-type: none"> • Analyze your personal Communications Roadblocks • Learn strategies to resolve conflicts. • Participate in Discussion Threads related to communication and technology involving the Internet and Social Media. • Develop a formal “Communication Improvement Plan” – format this plan effectively.
<p>Unit 6: Caring About Your World</p> <ul style="list-style-type: none"> • Section 1 - Caring About Your World: Introduction • Section 2 - Caring About Your Country and Community: Citizenship • Section 3 - Caring About Your Planet: Environmental Awareness • Section 4 - Exam Preparation 	<p>CV12.1.1 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.4 CV12.3.3 CV12.3.4 CV12.4.1 CV12.4.3 CV12.5.3 CV12.5.4</p>	<p>Student will:</p> <ul style="list-style-type: none"> • Participate in Threaded Discussions simulating a college essay project on community service and/or volunteer requirements. • Write an essay in which you state your personal rights and responsibilities as a citizen of your community of school. • Use technology to develop a chart of possible volunteer activities available in your community. • Participate in Threaded Discussions on the following prompt: “The superior man seeks what is right; the inferior one, what is profitable.” Confucius • Examine your personal Ecological Footprint • Use technology to write a two-page analysis on the personal impact you currently have on the environment. Consider daily habits and long-term effects.
<p>Final Exam</p>		