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| **[Transition](https://www.doe.in.gov/standards/mathematics)** | **State Standard** **(ex: Indiana Academic Standard)** | [**Alternate**](https://www.doe.in.gov/standards/content-connectors) **Academic Standard** | **Skill/Target** | **ASSESSMENT** | **VOCABULARY** | **RESOURCES** |
| Managing Personal Finances. | ARR-5.1 Demonstrate taking responsibility for personal financial decisions ARR-5.2 Analyze financial information from a variety of reliable and questionable sources ARR-5.3 Utilize consumer protection laws and resources ARR-5.4 Manage credit and debt to remain both creditworthy and financially secure ARR-5.5 Analyze the features of insurance, its role in balancing risk and benefits in financial planning |  | * Count money and make correct change
* Make responsible expenditures
* Keep financial records
* Calculate & pay taxes
* Use credit responsibly
* Use banking services
 | Teacher made tests, quizzes, worksheets, observations | Coins, dollars, taxes. Checking. Savings, deposit, withdrawal | ULS[Pay the Bills](https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/softskills.pdf) [Take Charge Today](https://takechargetoday.arizona.edu/) |
| Selecting & Managing a Household | ARR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning ARR-1.2 Evaluate effective communication processes in school, family, career, and community settings ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants in areas such as nutrition, wellness, clothing, housing, and transportation |  | * Select adequate housing
* Set up a household
* Maintain home exterior and interior
* Use appliances and tools
 | Teacher made tests, quizzes, worksheets, observations | Names of tools, chores, cleaning supplies,  | [Caseylifeskills](https://caseylifeskills.secure.force.com/)[Household Management](https://www.household-management-101.com/get-organized.html)[OCALI curriculum](https://www.ocali.org/up_doc/Standards-Based-Life-Skills-Curriculum.pdf) [Project LIFE](https://www.vaprojectlife.org/life-skills-curriculum/) |
| Caring for Personal Needs | ECC--‐6.4 Demonstrate standards for personal appearance, attire, grooming, and etiquette appropriate for specific school and life settings.12.5.1 Identify personal health decisions and analyze related internal and external influences.12.5.3 Personalize health risk of decisions to self and others. 5.5.4 Identify important steps to take when making a health related decision.12.5.5 Describe how personal health decisions may affect subsequent decisions |  | * Obtain, interpret and understand health information
* Demonstrate knowledge of physical fitness, nutrition, and weight
* Exhibit proper grooming and hygiene
* Dress appropriately
* Demonstrate knowledge of common illness, prevention and treatment
* Practice personal safety
 | Recite / fill in the blank/ multiple choice personal information testDemonstrate daily grooming tasks | AddressPersonal informationemergencyHygieneHabitsEmployabilityGroomingappropriate | ULS[OCALI](https://www.ocali.org/up_doc/Standards-Based-Life-Skills-Curriculum.pdf) |
| Demonstrating Relationship Responsibilities | ARR-2.1 Examine effects of self-esteem and self-image on family relationships, community service, success in the workplace, and personal fulfillment ARR-2.2 Determine personal standards and their effects on life choices ARR-2.3 Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment |  | * Understand relationship roles and changes with friends and others
* Understand relationship roles and changes with family
* Demonstrate care of children
 | End of unit testTeacher made tests, quizzes, worksheets, observations | FriendshipRelationshipRolesTrustcommunication | [Healthy Relationships](http://arcwhatcom.org/wp/wp-content/uploads/2013/11/Healthy-Relationship-Workbook.pdf)[Relationship Toolbox](http://www.socialworkerstoolbox.com/healthy-relationships-toolkit-teenagers/) |
| Buying, Preparing, and Consuming Food  | ANW-2.3 Analyze variations in daily dietary requirements of each nutrient in order to meet nutrition needs across the lifespan and for special dietary needsANW-2.4 Predict the physiological consequences of an excessive or an insufficient amount of each nutrient in the diet ANW-2.5 Develop and create meals and snacks offering a variety of foods which supply each major nutrient |  | * Plan and eat balanced meals
* Purchase food
* Store food
* Clean food preparation areas
* Preparing meals and cleaning up after dining
* Demonstrate appropriate eating habits
 | Multiple choice quizTeacher observations | Verbal communicationNonverbal CommunicationVisual communicationConflictResolutionAmerican sign languageLanguage | ULS[Project LIFE](https://www.vaprojectlife.org/life-skills-curriculum/) |
| Exhibiting Responsible Citizenship | USG.5.1 Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.USG. Analyze the roles and responsibilities of citizens in Indiana and the United States.USG.5.3 Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes. |  | * Demonstrate knowledge of civil rights and responsibilities
* Know nature of local, state, and federal governments
* Demonstrate knowledge of the law and ability to follow the law
* Demonstrate knowledge of citizen rights and responsibilities
 | Teacher made tests, quizzes, worksheets, observations | VoteLawsGovernmentRightsresponsibility | [Voting activities](https://education.aec.gov.au/teacher-resources/voting-activities.html)[**Voter Education Toolkit**](https://www.sabeusa.org/govoter/vote-toolkit/) |