

Adult Education Class Outline
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3.0100 Life Skills and Functional Academics

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Title: Independent Living Skills

**Submitted
by:** Azusa Adult School

Azusa Adult School

COMPETENCY–BASED EDUCATION

DEPARTMENT: Programs for Persons with Disabilities
CREDITS: 0*
HOURS: 72*
REVISED: 3/02

DESCRIPTION OF COURSE:

This competency-based course addresses skills needed to function successfully in an independent living environment. Competency areas in this course will facilitate positive interaction with community agencies and integration into general adult and continuing education vocational and academic classes.

PREREQUISITES:

None

*This is a non–credit course and may be repeated to reach specific competencies

*Class schedules may vary. Units of instruction are adjusted proportionally.

CBE

Competency–Based Education

COURSE OUTLINE COMPETENCY–BASED COMPONENT DEFINITIONS

A course description states the major emphasis and content of a course.

A competency is a skills attainment.

Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of a course.

COMPETENCY – BASED PHILOSOPHY OVERVIEW

Competency–based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating a competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency–base education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats a task until achieving competence. Student success is measured by demonstration of competency and not fixed by program seat time.

In competency–based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are:

explicit

known

agreed upon

integrated

performance–oriented

adaptive

The Adults with Disabilities Program was established to:

- Provide disabled adults with basic academic skills that will help them become more productive members of the community.
- Help learners meet personal goals, such as getting ready for a job, becoming a better parent, developing skills for interpersonal relationships or entering mainstream Adult Basic Education or Vocational Classes.
- Increase learners' self-respect and sense of self worth.
- Provide a non-threatening program environment to assist learners in reaching their goals.
- Assess learners' skills levels.

Learners in this program have a life skills focus and are provided with a curriculum that addresses applied reading, mathematics, and language arts skills such as measurement, check writing, oral communication, writing notes and letters, and reading labels and newspapers. The curriculum provides for logical progression of skills and transitioning for students who are prepared to pursue basic education goals. Instructional activities focus on the acquisition of basic literacy, work readiness, and the lifelong learning skills necessary for learners to function in work, school, or other situations. The learner's success is measured by demonstration of competency, not by program or seat time.

INDEPENDENT LIVING SKILLS

GOALS AND PURPOSES

1. Use weights, measures, measurement scales and money. (See ABE Course Outline **(Basic Math–Beginning)**)
2. Apply principles of comparison–shopping in selection of goods and services. (See ABE Course Outline **Basic Reading–Beginning**)
3. Understand methods and procedures to obtain housing, services and related maintenance. (See ABE Course Outline **Basic Reading -Beginning**)
4. Understand procedures for the care, maintenance and use of personal possessions.
5. Use the telephone and the telephone book. (See ABE Course **Outline Basic Reading–Beginning**)
6. Understand how to locate and use different types of transportation and interpret related travel information (See ABE Course **Outline Basic Language Arts**)
7. Understand concepts of time (See ABE Course Outline **Basic Math Beginning**)

8. Use the services provided by the Post Office.
9. Use community agencies and services.
10. Use leisure time and resources.
11. Understand common ailments and seek appropriate medical assistance.
12. Understand basic health and safety procedures.
13. Understand basic principles of health maintenance.
14. Understand basic principles of getting a job. (See ABE Course Outline **Basic Reading Beginning**)
15. Understand materials and concepts related to job training, employment, keeping a job and getting a promotion. (See ABE Course **Outline Basic Reading–Beginning**)
16. Demonstrate pre-computation skills (See ABE Course **Outline Basic Math–Beginning**)
17. Compute using whole numbers (See ABE Course Outline (**Basic Math Beginning**))
18. Use measurements (See ABE Course Outline **Basic Math–Beginning**)
19. Perform self-care skills
20. Perform home-care skills

COMPETENCY-BASED COMPONENTS INDEPENDENT LIVING SKILLS

COMPETENCY AREAS AND OBJECTIVES	MINIMAL COMPETENCIES	Assessed Level		I=Introduced E=Emphasizes R= Reinforced	
		C/D	B	A	2A
1.1 Consumer Economics Use weights, measures, measurement scales, and money.	1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height or weight.	R	R	E	I
		R	R	E	I

	<p>1.1.5 Interpret temperatures.</p> <p>1.1.6 Count, convert and use coins and currency (\$) and (.)</p> <p>1.1.9 Interpret clothing and pattern sizes or use height and weight tables.</p>	R	R	E	I
<p>1.2 Consumer Economics</p> <p>Apply principals of comparison shopping in the selection of goods and services</p>	<p>1.2.1 Interpret advertisements, labels, or charts to select goods and services.</p> <p>1.2.2 Compare price or quality to determine the best buys for goods and services.</p>	R R	R E	E I	I
<p>1.3 Consumer Economics</p> <p>Understand methods and procedures used to purchase goods and services.</p>	<p>1.3.1 Compare different methods used to purchase goods and services.</p>	E	I		
<p>1.4 Consumer Economics</p> <p>Understand methods and procedures to obtain housing and services and related maintenance.</p>	<p>1.4.2 Interpret classified ads and other information to locate housing.</p> <p>1.4.5 Interpret information about rights of a renter and the rights of a landlord.</p>	E E	I I		
<p>1.6 Consumer Economics</p> <p>Understand consumer protection laws and resources.</p>	<p>1.6.1 Interpret food packaging labels.</p>	R	R	E	I

1.7 Consumer Economics Understand procedures for the care, maintenance, and use of personal possessions.	1.7.3 Interpret operating instructions, directions, or labels for consumer products.	R	R	R	E
1.8 Consumer Economics Use banking and financial services in the community.	1.8.2 Interpret the procedures and forms associated with banking services.	R	E	I	
1.9 Consumer Economics Understand the principles of automobile operation, maintenance, and regulatory procedures. 40% or 28 hrs	1.9.2 Identify regulations and procedures to obtain a driver's license. 1.9.4 Interpret maps. 1.9.6 Interpret information related to automobile maintenance. 1.9.8 Interpret information about automobile insurance.	E R E E	I R I I	E	I

COMPETENCY AREAS AND OBJECTIVES	MINIMAL COMPETENCIES	Assessed Level		I=Introduced E=Emphasizes R=Reinforced	
		C/D	B	A	2A
2.1 Community Resources Use telephone and telephone book	2.1.1 Use the telephone directory and related publications to locate information. 2.1.2 Identify the procedures to locate emergency numbers and place emergency calls.	R R	E E	I E	I

2.2 Community Resources Understand how to locate and use different types of transportation and interpret related travel information.	2.2.1 Ask for , give, follow, or clarify directions. 2.2.2 Recognize and use signs related to transportation. 2.2.5 Use maps relating to travel needs.	R R R	R R E	E R I	I E
2.3 Community Resources Understand concepts of time.	2.3.1 Interpret clock time. 2.3.2 Identify the months of the year and days of the week.	R R	R R	R E	E I
2.4 Community Resources Use the services provided by the Post Office.	2.4.1 Address letters and envelopes.	R	R	E	I
2.5 Community Resources Use community agencies and services.	2.5.1 Locate agencies that provide emergency help and how to effectively use them. 2.5.4 Read, interpret, and follow directions found on signs and directions. 2.5.8 Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications.	E R E	I R I	R	E
2.6 Community Resources Use leisure time resources and facilities 25% or 18 hrs	2.6.4 Interpret restaurant menus and compute related costs.	R	E	I	

COMPETENCY AREAS AND OBJECTIVES	MINIMAL COMPETENCIES	Assessed Level		I=Introduced E=Emphasizes R= Reinforced	
		C/D	B	A	2A
3.1 Health Understand common ailments and seek appropriate medical assistance.	3.1.1 Interpret information about illness, including description of symptoms and doctor's directions. 3.1.2 Identify information necessary to make or keep medical and dental appointments.	R R	R R	E R	I E
3.2 Health Understand medical and dental forms and related information.	3.2.1 Fill out medical health history forms.	R	E	I	
3.3 Health Understand how to select and use medication.	3.2.2 Interpret medicine labels.	R	E	I	
3.4 Health Understand basic health and safety procedures.	3.4.1 Interpret product label, directions, warnings, danger signs, and symbols. 3.4.3 Interpret procedures for simple first-aid. 3.4.5 Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained.	R R E	R I	E	I

3.5 Health Understand basic principles of health maintenance. 25% or 18 hrs	3.5.1 Interpret nutritional and related information listed on food labels.	E	I		
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COMPETENCY AREAS AND OBJECTIVES	MINIMAL COMPETENCIES	Assessed Level		I=Introduced E=Emphasizes R=Reinforced	
		C/D	B	A	2A
4.1 Occupational Knowledge Understand basic principles of getting a job.	4.1.0 Identify the correct picture or appropriate response from oral cues. 4.1.2 Interpret job application, resumes, and letters of application. 4.1.3 Identify and use information about training opportunities. 4.1.5 Recognize standards of behavior for job interviews and select appropriate questions and responses during job interviews.	R R R R	R R E R	R R I R	E E I
4.2 Occupational Knowledge Understand wages, benefits, and concepts of employee organizations.	4.2.1 Interpret wages, wage deductions, and benefits, including wage informational charts, pamphlets and forms.	E	I		
4.3 Occupational Knowledge Understand safety standards and procedures in training programs and	4.3.4 Identify procedures for reporting training and job related hazards, accidents, injuries, and damages.	R	E	I	

in the work place.					
4.4 Occupational Knowledge Understand materials and concepts related to job training, employment, keeping a job and getting a promotion. 5% or 4 hrs	4.4.6 Use computer for simple word processing. 4.4.8 Perform computations of addition, subtraction, multiplication, and division, using whole numbers.	R R	R R	R R	E E
5.5 Government and Law Understand governmental activities. 2% or 2 hrs	5.5.7 Interpret information about policy-making groups.	E	I		
6.0 Computation Demonstrate pre-computation skills.	6.0.2 Count and associate numbers with quantities.	R	R	R	E
6.1 Computation Compute using whole numbers.	6.1.1 Add whole numbers.	R	R	R	E
6.5 Computation Use expressions, equations, or formulas. 3% or 2 hrs	6.5.0 Identify the correct picture or appropriate response from oral clues.	R	R	R	E

SUGGESTED MATERIALS AND OTHER RESOURCES

CASAS, Curriculum Materials Guide, CASAS Foundation for Educational Achievement, Inc., 1993.

CASAS, Materials Guide for Computer–Aided Instruction, CASAS Foundation for

Educational Achievement, Inc., 1993.

CASAS, Performance–Based Activities and Assessment Manual, a project of The Applied Performance Committee of the CASAS Consortium, 1992.

STRETCH, Life Skills Curriculum, State of California Department of Developmental Services, 1990.

TEACHING STRATEGIES AND EVALUATION

Demonstration and participation.

Participation in community social and cultural activities.

Lecture and discussion.

Computer assisted instruction.

Props and equipment.

Individualized instruction.

Printed materials.

Guest presenters.

Audio–visual presentations.

EVALUATION

All students will be evaluated with the appropriate level CASAS instrument, (C/D, B, A, 2A).

Teacher observation