



School District of Marshfield Course Syllabus

Course Name: Career Quest – FCS Component

Length of Course: Year (1/3 Business, 1/3 FCS, 1/3 Technology)

Credit: 1 Credit

Program Goal:

Empower learners to be college and career ready through standards-based experiences in the classroom and through career-based learning experiences with business and industry partners.

Course Description:

This one of a kind class in Wisconsin help students identify and evaluate life and work choices while planning realistic career goals. Hands-on activities will be offered in Business and Information Technology, Family and Consumer Sciences, and Technology Education. Students will utilize decision making and problem-solving skills while exploring a variety of career choices. The Guidance Department will facilitate large groups related to high school and post-secondary career choices, development and completion of the Individual Learning Plan (4 yr. plan), Career Cluster/Pathway Inventory and time in Career Cruising.

Wisconsin Common Career Technical Standards (WCCTS)

Career Development

CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.

Identify person strengths, aptitudes and passions. CD1.a	1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.
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Demonstrate effective decision making, problem solving and goal setting. CD1.b	1.b.3.m: Develop effective coping skills for dealing with problems 1.b.5.h: Use a decision-making and problem-solving model.
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Interact effectively with others in similar and diverse teams. CD1.c	1.c.5.m: Distinguish between appropriate and inappropriate behavior in a team setting. 1.c.6.m: Conduct oneself in a respectable manner which acknowledges the personal boundaries, rights and privacy of others. 1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups. 1.c.8.m: Show respect and appreciation for individual and cultural differences in groups. 1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds. 1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work. 1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere. 1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes
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CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.

Apply academic experiences to the world of work, inter-relationships and the community. CD2.a	2.a.1.m: Practice balancing school, studies, co-curricular activities, leisure time and family life 2.a.2.m: Describe a diverse range of opportunities available beyond high school. 2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities. 2.a.4.h: Determine those opportunities that best support attainment of a specific career goal.
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Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.b	2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities. 2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.
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	<p>2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.</p> <p>2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.</p> <p>2.b.8.h: Assess education and training opportunities to acquire new skills necessary for career advancement.</p> <p>2.b.9.h: Analyze local and regional labor market and job growth information to select a career pathway for potential advancement.</p>
<p>CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	
<p>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.a</p>	<p>3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.</p> <p>3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway.</p> <p>3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway.</p> <p>3.a.8.m: Choose career opportunities that appeal to personal career goals.</p> <p>3.a.9.m: Use assessment results in educational planning including career awareness.</p> <p>3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations.</p> <p>3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.</p> <p>3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.</p> <p>3.a.13.h: Recognize how chance opportunities integrate with learning and career goals.</p> <p>3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.</p>
<p>Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. CD3.b</p>	<p>3.b.2.m: Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.</p> <p>3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways.</p> <p>3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability.</p> <p>3.b.5.h: Evaluate the relationship between educational achievement and career development.</p>

<p>Employ career management strategies to achieve future career success and satisfaction. CD3.c</p>	<p>3.c.3.m: Identify work values and needs. 3.c.4.m: Define adaptability and flexibility in the world of work. 3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management. 3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p>
<p>CD4: Students will identify and apply employability skills.</p>	
<p>Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.a</p>	<p>4.a.3.m: Demonstrate self -discipline, self-worth, positive attitude and integrity. 4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills. 4.a.5.m: Identify positive work qualities typically desired in each of the career cluster’s pathways. 4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status. 4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status. 4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment. 4.a.9.h: Use positive work qualities typically desired in each of the career cluster’s pathways. 4.a.10.h: Manage work roles and responsibilities to balance them with other life roles and responsibilities.</p>
<p>Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.b</p>	<p>4.b.3.m: Use technology to assist in career exploration and job seeking activities. 4.b.5.h: Use multiple resources to locate job opportunities. 4.b.6.h: Prepare a resume, cover letter, employment application. 4.b.7.h: Employ critical thinking and decision-making skills to exhibit qualifications to a potential employer in an interview.</p>
<p>Identify and exhibit traits for retaining employment. CD4.c</p>	<p>4.c.2.m: Demonstrate the behavior and etiquette appropriate to interactions with adults. 4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting. 4.c.4.h: Model behaviors that demonstrate reliability and dependability. 4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite. 4.c.6.h: Complete required employment forms and documentation. 4.c.7.h: Summarize key activities necessary to retain a job in an industry.</p>
<p>Develop positive relationships with others.</p>	<p>4.d.5.h: Participate in cocurricular and community activities to enhance the school experience.</p>

CD4.d	4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks. 4.d.7.h: Examine the skills required to enable students to successfully transition to postsecondary opportunities.
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Wisconsin Standards for Family & Consumer Sciences (FACS)

Career, Community and Life Connections

CCLC1: Students will integrate multiple life roles and responsibilities in family, work and community settings.

<p>Analyze strategies to manage multiple roles and responsibilities (i.e., individual, family, career, community and global). CCLC1.a</p>	<p>1.a.9.m: Discuss and summarize ways career plans affect the family. 1.a.10.m: Analyze potential effects of career path decisions on balancing work and family. 1.a.11.m: Differentiate needs and wants which may influence opportunities for family members.</p>
<p>Demonstrate transferable and employability skills in school, community and workplace settings. CCLC1.b</p>	<p>1.b.8.m: Investigate potential career choices to determine the knowledge, skills and attitudes associated with each career. 1.b.9.m: Explore and discuss job seeking and job keeping skills. 1.b.10.m: Demonstrate teamwork skills in school. Community and part time jobs (i.e., clubs). 1.b.11.m: Demonstrate teamwork skills in school. Community and part time jobs (i.e., clubs). 1b.15.m: Demonstrate work ethic in the classroom and CTSO and club programs.</p>

Consumer and Family Resources

CFR1: Students will evaluate management practices related to the human, economic and environmental resources.

<p>Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital. CFR1.a</p>	<p>1.a.7.m: Apply management and planning skills and processes to organize resources such as food, clothing, shelter, healthcare, recreation, transportation, time and human capital.</p>
<p>Demonstrate management of financial resources to meet the goals of individuals and families across the life span. CFR1.f</p>	<p>1.f.2.m: Identify the need for personal and family financial planning.</p>

Facilities Management and Maintenance

FMM1: Students will integrate knowledge, skills and practices required for careers in facilities management and maintenance.

<p>Demonstrate facilities management functions. FMM1.g</p>	<p>1.g.8.m: Identify employability skills needed in the workplace.</p>
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Family and Community Services

FCS1: Students will synthesize knowledge, skills and practices required for careers in family and consumer services.	
Analyze career paths within family and community. FCS1.a	1.a.9.m: Discuss the use of cover letters, resumes and interviewing.
Food Production and Services	
FPS1: Students will integrate knowledge, skills and practices required for careers in food production and services.	
Analyze career paths within the food production and food services industries. FPS1.a	1.a.4.m: Explain the roles, duties and functions of individuals engaged in food production and services careers. 1.a.6.m: Discuss qualities of a good employee.
Demonstrate food safety and sanitation procedures. FPS1.b	1.b.10.m: Recognize how germs spread in foods.
Demonstrate industry standards in selecting, using and maintaining food production and food service equipment. FPS1.c	1.c.8.m: Use cooking tools and equipment needed to prepare a class recipe.
Demonstrate menu planning principles and techniques based on standardized recipes to meet customer needs. FPS1.d	1.d.4.m: Plan sample menus for home and family situations.
Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. FPS1.e	1.e.16.m: Prepare a class recipe using meat, seafood or poultry be demonstrating basic safe handling techniques. 1.e.21.m: Prepare baked goods or desserts. 1.e.22.m: Prepare a breakfast.
Demonstrate implementation of food service management and leadership functions. FPS1.f	1.f.7.m: Participate in a mock job interview. 1.f.8.m: Demonstrate a skill necessary that could lead to successful employment.
Interpersonal Relationships	
IR1: Students will demonstrate respectful and caring relationships in the family, workplace and community.	
Demonstrate communication skills that contribute to positive relationships. IR1.c	1.c.8.m: Demonstrate different communication styles. 1.c.9.m: Identify effective communication strategies. 1.c.10.m: Demonstrate effective listening and feedback techniques. 1.c.13.m: Describe the effects of communication technology in family, work and community settings.

Key Vocabulary:

Academic and Career Plan	Personality Characteristics	Individual Learning Plan	Equal Opportunity Employment
Apprenticeship	Contract	Fry	Pan Fry
Assessment Test	Cook	Full-Time	Pare/Peel
Associates Degree	Core	Grate	Part-Time
Bachelor's Degree	Cream	Grill	Permanent
Bake	Cube	Internships	Commission
Beat	Cut-In	Four-Year University	Ph.D
Boil	Deep Fry	Knead	Poach
Braise	Dice	Licensed	Post-Secondary
Broil	Dredge	Marketable Skills	Private Schools
Brown	Employability Skills	Master's Degree	Professional Degree
Career Clusters/Pathways	Summary of Assessments	Microwave	Universal Precautions
Certified	Whip	Military	References
Chop	Flour	Mince	Registered
Combine	Fold	On-the-Job Training	Residency
Roast	Salary	Sauté	Scholarship
Seasonal/Temporary	Simmer	Steam	Stir
Out-of-State Tuition	Technical College	Trade School	Public School
Wage			

Topics/Content Outline- Units and Themes:

Rotation 1:

- Define employability skills.
- Explain how employability skills are used in the workforce.
- Explain how to properly complete a job-application.
- Demonstrate how to complete a job application.
- Practice skills needed be successful when searching for a job.
- Identify the do's/don'ts of job interviews.
- Explain proper interviewing etiquette.
- Demonstrate how to conduct themselves during a mock interview.
- Identify food safety and sanitation rules/expectations (review from 7th grade).
- Perform a simulated hospitality service.
- Utilize the problem-solving and decision-making in occupation simulations.

Rotation 2:

- Identify his/her personality code (Myers and Briggs assessment)
- Explain his/her top three career values.
- Describe his/her top three marketable skills.
- Identify his/her top three career clusters/pathways.
- Evaluate his/her assessment test results.
- Identify a career they would be good at or enjoy based on his/her assessment test results.
- Explore various careers.
- Investigate one career and analyze the pros and cons.
- Complete his/her ILP (individual learning plan/four-year plan).

Rotation 3:

- Identify the function of ingredients when baking.
- Evaluate the functions of ingredients in muffins.
- Define various cooking terms.
- Explain the purpose of the Pathways Partners program.
- Demonstrate his/her understanding of cooking terms through cooking labs.
- Calculate/budget for one cooking lab using a market order.
- Explain the importance of eating a healthy breakfast.
- Demonstrate various ways to prepare eggs.
- Define universal precautions.
- Identify various careers found in the health sciences pathway.
- Explain the importance of careers found in the health sciences pathway.

Primary Resource(s):

Videos:

Alton Brown- Eggs
Food Preparation Technique: Grate, Baste, Marinate!
Health Sciences Careers
Who Would You Hire?

Websites:

Career Cruising – www.careercruising.com
Choose My Plate – www.choosemyplate.com