School District of Marshfield Course Syllabus

Course Name: Connecting Generations
Length of Course: Semester
Credit: 1/2 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:

Gain knowledge of working with individuals across the age spectrum, while investigating how aging affects people and their families. Identify services available for seniors and spend time interacting with individuals in the Tiny Tiger Intergenerational Center.

Wisconsin Standards for Family & Consumer Sciences (FACS)

Process for Areas of Study

PAS1: Students will use the reasoning process, individually and collaboratively, to take responsible action in families, workplaces and communities.

Evaluate reasoning for self and others. PAS1.a	1.a.3.h: Contrast consequences for decision making for self, others, culture/society and global environment.
Analyze recurring and evolving family, workplace and community concerns. PAS1.b	1.b.3.h: Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental.
Analyze practical reasoning components. PAS1.c	1.c.3.h: Analyze adequate and in-adequate information and sources in making decisions.
Implement practical reasoning for responsible action in families, workplaces and communities. PAS1.d	1.d.2.m: Evaluate short and long term consequences of possible actions of self, others, culture/society and global environment.

Career, Community and Life Connections

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

Analyze strategies to manage multiple roles and responsibilities (i.e., individual, family, career, community and global). CCLC1.a	1.a.13.h: Summarize local and global policies, issues and trends in the workplace and community that affect individuals and families. 1.a.14.h: Analyze the effects of social, economic and technological change on work and family dynamics. 1.a.18.h: Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family and career goals.
Evaluate the reciprocal effects of individual and family participation in community activities. CCLC1.c	1.c.9.m: Explore community resources and support systems available to individuals and families. 1.c.16.h: Analyze the effects of public policies, agencies and institutions on the family.

Consumer and Family Resources

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

Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital. CFR1.a	1.a.21.h: Summarize information to maintain healthcare to meet the needs of individuals and family members.
Demonstrate management of financial resources to meet the goals of individuals and families across the life span. CFR1.f	1.f.5.h: Evaluate the specific need for personal and family financial planning.

Family

F1: Students will evaluate the significance of family and its effects on the well-being of individuals and society.	
Analyze the effects of family as a system on individuals and society. F1.a	1.a.6.m: Recognize the role of family in teaching culture and traditions across the life span. 1.a.8.h: Analyze the role of family in developing independence, interdependence and commitment of family members.
Evaluate the effects of diverse perspectives, needs and characteristics of individual and families. F1.b	1.b.4.h: Demonstrate awareness of multiple diversities and their effects on individuals, families and society. 1.b.5.h: Analyze the effects of social and cultural diversity on individual and families.

Family and Community Services

FCS1: Students will synthesize knowledge, skills and practices required for careers in family and community services.	
Analyze career paths within family and community. FCS1.a	1.a.11.h: Demonstrate the roles and functions of individuals engaged in family and community services careers.
Analyze factors relating to providing family and community services. FCS1.b	1.b.3.m: Discuss ethics and morals and identify its importance to family and community. 1.b.8.h: Describe local, state and national agencies and informal resources providing services 1.b.9.h: Analyze professional, ethical, legal and safety issues that confront human service employees.
Demonstrate professional behaviors, skills and knowledge in providing family and community services. FCS1.c	1.c.7.m: Discuss the meaning of confidentiality. 1.c.14.h: Analyze participants' strengths, needs, preferences and interests across the life span. 1.c.16.h: Demonstrate strategies for effective communication.
Evaluate conditions affecting individuals and families with a variety of conditions. FCS1.d	1.d.8.h: Assess health, wellness and safety issues of individual and families with a variety of challenging conditions. 1.d.9.h: Analyze management and living environment issues of individuals and families with a variety of challenging conditions.

Human Development

HD1: Students will analyze factors that influence human growth and development.	
Analyze principles of human growth and development across the life span. HD1.a	1.a.7.h: Distinguish between physical, emotional, social, spiritual and intellectual development. 1.a.8.h: Analyze interrelationships among physical, emotional, social and intellectual aspects of human growth and development. 1.a.9.h: Analyze current and emerging research about human growth and development, including research on brain development.

Analyze strategies that promote growth and development across the life span. HD1.c	1.c.7.h: Analyze the role of nurturance on human growth and development. 1.c.8.h: Analyze the role of communication on human growth and development. 1.c.9.h: Analyze the role of family and social services support systems in meeting human growth and development needs.

Interpersonal Relationships

IR1: Students will demonstrate respectful and caring relationships in the family, workplace and community.

Analyze functions and expectations of various types of relationships. IR1.a	1.a.8.m: Describe the stages of the life cycle 1.a.13.h: Analyze processes for building and maintaining interpersonal relationships. 1.a.14.h: Predict the effects of various stages of the family life cycle on interpersonal relationships.
Analyze personal needs and characteristics and their effects on interpersonal relationships. IR1.b	1.b.14.h: Analyze the effects of life span events and conditions on relationships.
Demonstrate communication skills that contribute to positive relationships. IR1.c	1.c.15.h: Analyze communication styles and their effects on relationships. 1.c.18.h: Analyze strategies to overcome communication barriers in family, community and work settings. 1.c.21.h: Analyze the roles and functions of communication in family, work and community settings.
Demonstrate standards that guide behavior in interpersonal relationships. IR1.f	1.f.10.h: Apply critical thinking and ethical criteria to evaluate interpersonal relationships. 1.f.12.h: Apply critical thinking and ethical standards when making judgments and taking action.

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.
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.

CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.

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.
CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. CD3.a	3.a.5.m: Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement. 3.a.6.m: Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. 3.a.7.m: Develop an individual learning plan to enhance educational achievement and attain career goals based on a career pathway. 3.a.8.m: Choose career opportunities that appeal to personal career goals. 3.a.9.m: Use assessment results in educational planning including career awareness. 3.a.10.h: Analyze how career plans may be affected by personal growth, external events and changes in motivations and aspirations. 3.a.11.h: Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences. 3.a.12.h: Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning. 3.a.13.h: Recognize how chance opportunities integrate with learning and career goals. 3.a.14.h: Implement an individual learning plan to maximize academic ability and achievement.
Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions. CD3.b	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. 3.b.3.m: Demonstrate openness to exploring a wide range of occupations and career pathways. 3.b.4.h: Implement strategies for responding to transition and change with flexibility and adaptability. 3.b.5.h: Evaluate the relationship between educational achievement and career development.
Employ career management strategies to achieve future career success and satisfaction. CD3.c	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.

CD4: Students will identify and apply employability skills.	
Identify and demonstrate positive work behaviors and personal qualities needed to be employable. CD4.a	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.
Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. CD4.b	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.
Identify and exhibit traits for retaining employment. CD4.c	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.
Develop positive relationships with others. CD4.d	4.d.5.h: Participate in cocurricular and community activities to enhance the school experience. 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.

Key Vocabulary:			
empathy	reciprocal needs	non-profit	intergenerational
Social Security	ageism	holistic care	Do Not Resuscitate
Medicare	Living Will	Power of Attorney	hospice/palliative care
demographics			

Topics/Content Outline- Units and Themes:

Quarter 1:
- Demographics, aging trends & personal implications
  - Compare Marshfield to nation
  - Analyze personal family situations
  - Weigh options for eldercare
- Reciprocal needs of youth & senior adults
  - Social-emotional similarities
  - Mutual interaction, respect, differences & empathy
  - Ethical & confidentiality issues
- Characteristics needed to successfully work in intergenerational care
  - Positive behavior & role modeling
  - Services & careers available in human services

Quarter 2:
- Effects of Aging
  - Social & Physical changes
  - Medical issues
- Death & end-of-life issues
  - Legal issues – Advanced Directives & Power of Attorney
  - Rituals, options & planning
  - Children & grief

Primary Resource(s):

Intergenerational Odyssey
Macklin Intergenerational Institute
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