



# School District of Marshfield Course Syllabus

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**Course Name: FACS**

**Length of Course: Quarter**

**Credit: 1/4 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 nine-week course gives students a taste of what Family and Consumer Sciences (FACS) is all about. Students will have the opportunity to explore all aspects of FACS including: food safety and sanitation, cooking, nutrition, fast-food comparison, goal setting, career exploration, hand-sewing and much more. This hands-on course allows for creativity and fun while learning what it means to be a productive student.

## 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.

**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.

**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.

**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.

	<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>
<b>CD3:</b> Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
<b>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.</b> CD3.a	<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>
<b>Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.</b> CD3.b	<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>

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

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.
<b>Wisconsin Standards for Family &amp; Consumer Sciences (FACS)</b>	
<b>Food Production and Services</b>	
<b>FPS1:</b> Students will integrate knowledge, skills and practices required for careers in food production and services.	
<b>Analyze career paths within the food production and food services industries.</b> 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. 1.b.10.m: Recognize how germs spread in foods. 1.c.8.m: Use cooking tools and equipment needed to prepare a class recipe. 1.d.4.m: Plan sample menus for home and family situations. 1.e.16.m: Prepare a class recipe using meat, seafood or poultry by demonstrating basic safe handling techniques. 1.e.21.m: Prepare baked goods or desserts. 1.e.22.m: Prepare a breakfast.
<b>Demonstrate implementation of food service management and leadership functions.</b> 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.
<b>Interpersonal Relationships</b>	
<b>IR1:</b> Students will demonstrate respectful and caring relationships in the family, workplace and community.	
<b>Demonstrate communication skills that contribute to positive relationships.</b> 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.

<b>Key Vocabulary:</b>			
Academic and Career Plan	Discretionary Calories	Long-Term Goal	Servings Per Container
Academic Goal	Diet	Mix	Short-Term Goal
Auditory	Dream	My Plate	Stir
Backstitch	Educational Goal	Nutrition	Sugars
Blend	Fats	Personal Goal	Unsaturated Fat
Calorie	Fold	Refined Grains	USDA
Career	Goal	Running Stitch	Visual
Career Cluster	Invisible Stitch	Sanitary	Whole Grain
Career Pathway	Kinesthetic	Saturated Fats	
Cross-Contamination	Learning Styles	Serving	

Danger Zone	Level	Serving Size	
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## Topics/Content Outline- Units and Themes:

### Unit 1:

- Food Safety and Sanitation
  - Identify dangers found in the kitchen.
  - Explain the dangers found in the kitchen.
  - Describe the importance of proper hand-washing.
  - Demonstrate how to properly wash his/her hands.
  - Demonstrate his/her knowledge of food safety and sanitation.
  - Identify various kitchen utensils.
  - Explain the purpose of various kitchen utensils.
  - Identify the difference between dry and liquid measurements.
  - Explain how to measure various ingredients; sugar, brown sugar, flour, butter, etc.
  - Describe each kitchen safety rule and the importance of following them at all times in the lab.
  - Demonstrate how to safely prepare smoothie.

### Unit 2:

- Nutrition and My Plate
  - Define nutrition.
  - Identify the My Plate.
  - Describe how the My Plate can be used to make healthy choices.
  - Define a calorie.
  - Identify how many calories they should consume based on their age, gender and activity level.
  - Explain how to read a nutrition label.
  - Demonstrate how to use a nutrition label to make healthy choices.
  - Identify the dangers of consuming energy drinks and soda.
  - Explain the dangers of consuming energy drinks and soda.
  - Measure out the amount of sugar in various popular beverages.
  - Define what a fast food restaurant is.
  - Identify the dangers of consuming fast foods.
  - Explain the dangers of consuming fast foods.
  - Demonstrate how to prepare a healthy pizza.

### Unit 3:

- Goal Setting and Career Exploration
  - Explain the difference between a dream and a goal.
  - Define what a dream and goal are.
  - Identify the various types of goals; personal, academic, educational, short-term and long-term goals.
  - Create goals for themselves; personal, academic and educational goals.

- Determine his/her learning style through a learning styles inventory (Career Cruising)
- Identify his/her top career choices based on a skills and matchmaker inventory (Career Cruising).
- Demonstrate his/her understanding of their selected career choice.
- Demonstrate how to prepare cupcakes.

## Unit 4:

- Hand-Sewing
  - Recognize the importance of learning how to hand-sew.
  - Create a template for hand-sewn project.
  - Explain how to thread a needle.
  - Demonstrate how to sew on a button.
  - Identify various stitches; backstitch, invisible stitch and running stitch.
  - Complete a hand-sewn project demonstrating his/her knowledge of the hand-sewing process.

### Primary Resource(s):

#### Videos:

Obesity in a Bottle

Spoiled Rotten

Super-Size Me

Understanding the My Plate and USDA Dietary Guidelines

#### Websites:

Career Cruising – [www.careercruising.com](http://www.careercruising.com)

Choose My Plate – [www.choosemyplate.gov](http://www.choosemyplate.gov)

Fast Food Nutrition Facts – [www.fastfoodnutrition.org](http://www.fastfoodnutrition.org)