



# School District of Marshfield Course Syllabus

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**Course Name: Caregiving and Community**  
**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:**

Create a more caring school, community and society for youth, special needs people and senior adults. Investigate various roles and responsibilities of caregivers for various individuals across the lifespan while learning about the meaning of “giving and caring”. Gain hands on experience with young and old through interactions with participants at the Tiny Tiger Intergenerational Center.

<b>Wisconsin Standards for Family &amp; Consumer Sciences (FACS)</b>	
<b>Career, Community and Life Connections (CCLC)</b>	
<b>CCLC1:</b> Students will integrate multiple life roles and responsibilities in family, work and community settings.	
<b>Demonstrate transferable and employability skills in school, community workplace settings.</b> CCLC1.b	1b.16.h: Analyze potential career choices to determine the knowledge, skills, and attitudes associated with each career. 1.b.18.h: Apply communication skills in school, community, and workplace settings. 1.b.22.h: Analyze factors that contribute to maintaining safe and healthy school, work and community environments.
<b>Evaluate the reciprocal effects of individual and family participation in community activities.</b> CCLC1.c	1.c.14.h: Analyze personal and family assets and skills that provide services to the community. 1.c15.h: Analyze community resources and systems of formal and informal support available to individuals and families.
<b>Education and Early Childhood (EC)</b>	
<b>EC1:</b> Students will integrate knowledge, skills and practices required for careers in early childhood, education and services.	
<b>Guide children in appropriate behaviors.</b> EC1.d	1.d.10.h: Demonstrate interpersonal skills that promote positive and productive relationships with children. 1.d.12.h: Identify appropriate behavioral limits for a child based on the developmentally appropriate practice.
<b>Family and Community Services (FCS)</b>	
<b>FCS1:</b> Students will synthesize knowledge, skills and practices required for careers in family and community services.	
<b>Evaluate services for individuals and families with a variety of conditions.</b> FCS1.e	1.e.12.h: Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver and family members. 1.e.13.h: Summarize the importance of friends, family and community relationships for an individual with a variety of challenging conditions. 1.e.16.h: Demonstrate verbal and nonverbal communication skills that support individual and families with a variety of challenging conditions.
<b>Human Development (HD)</b>	
<b>HD1:</b> Students will analyze factors that influence human growth and development.	
<b>Analyze conditions that influence human growth and development</b> HD1.b	1.b.10.h: Analyze the impact of social, economic and technological forces on individual growth and development. 1.b.13.h: Analyze the effects of life events on individuals' physical, intellectual, social, moral and emotional development.
<b>Wisconsin Common Career Technical Standards (WCCTS)</b>	

<b>Career Development (CD)</b>	
<b>CD1:</b> Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.	
<b>Demonstrate effective decision making, problem solving and goal setting.</b> 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.
<b>Interact effectively with others in similar and diverse teams.</b> 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.
<b>CD2:</b> Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	
<b>Apply academic experiences to the world of work, inter-relationships and the community.</b> 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.
<b>Assess attitudes and skills that contribute to successful learning in school and across the life span.</b> 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. 2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities. 2.b.7.h: Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.

	<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><b>CD3:</b> Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	
<p><b>Investigate the world of work in order to gain knowledge of self in order to make informed career decisions.</b> 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><b>Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.</b> 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><b>Employ career management strategies to achieve future career success and satisfaction.</b> CD3.c</p>	<p>3.c.3.m: Identify work values and needs.</p> <p>3.c.4.m: Define adaptability and flexibility in the world of work.</p> <p>3.c.5.h: Determine how principles of equal opportunity, equity, respect, inclusiveness and fairness, affect career planning and management.</p>

	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> 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.

<b>Key Vocabulary:</b>			
Community	Autism	Hospice	Grieving
Positive Self-esteem	ADD/ADHD	Genetic Inheritance	Will
Nurturing	LD	Emotional Change	Advanced Directive
Lifespan	Cognitive Disability	Intellectual Change	Philanthropy
Social Responsibilities	Down Syndrome	Special Needs	Dyslexia
Elderly	Empathy	Acute	SIDS
Nursing Home	Volunteerism	Emotional Disability	Alzheimer's Disease
Physical Development	Legal Responsibilities	Shaken Baby Syndrome	Milestones of Development

## Topics/Content Outline- Units and Themes:

### Quarter 1:

- Qualities of effective caregivers
- Effective communication, cooperation, empathy, caregiving, leadership
- Understanding Children (Infancy through adolescence)
- Understanding Special Needs – Special Needs Special People
- Understanding Senior Adults

### Quarter 2:

- Community Components (i.e., government, social and civic groups, citizenship, volunteering and social responsibility)
- Identify community resources, volunteer opportunities
- Human Service career exploration

## Primary Resource(s):

### **Lifespan Development, 3<sup>rd</sup> Edition**

G-W Publisher

ISBN: 978-1-68584-630-5

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### **Principles of Human Services, 2<sup>nd</sup> Edition**

G-W Publisher

ISBN: 978-1-64564-796-6

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