



School District of Marshfield Course Syllabus

Course Name: Family Dynamics
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:

Investigate answers to these questions: What does “family” mean? What is your role as a family member? How can you better cope with a crisis and its effects on the family? Gain a better understanding of family-related concerns.

Wisconsin Standards for Family & Consumer Sciences (FACS)

Family (F)

F1: Students will evaluate the significance of family and its effects on the well-being of individuals and society.

<p>Analyze the effects of family as a system on individuals and society. F1.a</p>	<p>1.a.1.e: Discuss what makes a family. 1.a.2.e: Discuss the various types of families. 1.a.3.e: Describe titles for family members (i.e., Aunt, Uncle, Cousin). 1.a.4.m: Analyze family as the basic unit of society. 1.a.5.m: Identify global influences on today’s families. 1.a.6.m: Recognize the role of family in teaching culture and traditions across the life span. 1.a.7.h: Analyze the role of family in transmitting societal expectations. 1.a.8.h: Analyze the role of family in developing independence, interdependence and commitment of family members. 1.a.9.h: Analyze the ways family and consumer sciences careers assist the work of the family.</p>
<p>Evaluate the effects of diverse perspectives, needs and characteristics of individual and families. F1.b</p>	<p>1.b.1.e: Identify different kinds of family structures. 1.b.2.m: Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture and ethnicity. 1.b.3.m: Recognize the effects of empathy for diversity on individuals in family, work and community settings. 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. 1.b.6.h: Analyze the effects of globalization and increasing diversity on individuals, families and society.</p>

Wisconsin Common Career Technical Standards (WCCTS)

Career Development (CD)

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

<p>Identify person strengths, aptitudes and passions. CD1.a</p>	<p>1.a.3.h: Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.</p>
<p>Demonstrate effective decision making, problem solving and goal setting. CD1.b</p>	<p>1.b.3.m: Develop effective coping skills for dealing with problems 1.b.5.h: Use a decision-making and problem-solving model.</p>
<p>Interact effectively with others in similar and diverse teams. CD1.c</p>	<p>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.</p>

	<p>1.c.7.m: Display cooperative behavior and identify personal strengths and assets in groups.</p> <p>1.c.8.m: Show respect and appreciation for individual and cultural differences in groups.</p> <p>1.c.9.h: Assess cultural differences and work effectively with people from a range of social and cultural backgrounds.</p> <p>1.c.10.h: Critique different ideas and values while leveraging social and cultural differences to increase innovation, new ideas and quality of work.</p> <p>1.c.11.h: Evaluate how the personal strengths and assets of others contribute to a cooperative group atmosphere.</p> <p>1.c.12.h: Assess how respect and appreciation for individual and cultural differences impacts group processes.</p>
<p>CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.</p>	
<p>Apply academic experiences to the world of work, inter-relationships and the community. CD2.a</p>	<p>2.a.1.m: Practice balancing school, studies, co-curricular activities, leisure time and family life</p> <p>2.a.2.m: Describe a diverse range of opportunities available beyond high school.</p> <p>2.a.3.h: Evaluate how performance and connections within the learning community enhance future opportunities.</p> <p>2.a.4.h: Determine those opportunities that best support attainment of a specific career goal.</p>
<p>Assess attitudes and skills that contribute to successful learning in school and across the life span. CD2.b</p>	<p>2.b.4.m: Assess changes due to influences and shifts in regional, national and global economies related to career opportunities.</p> <p>2.b.5.m: Apply academic information from a variety of sources to enhance career preparedness and lifelong learning.</p> <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.</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> <p>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.</p> <p>4.a.4.m: Demonstrate flexibility and willingness to learn new knowledge and skills.</p> <p>4.a.5.m: Identify positive work qualities typically desired in each of the career cluster's pathways.</p> <p>4.a.6.h: Evaluate how self-discipline, self-worth, positive attitude and integrity displayed in a work situation affect employment status.</p>

	<p>4.a.7.h: Assess how flexibility and willingness to learn new knowledge and skills affect employment status.</p> <p>4.a.8.h: Apply communication strategies when adapting to a culturally diverse environment.</p> <p>4.a.9.h: Use positive work qualities typically desired in each of the career cluster’s pathways.</p> <p>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.</p> <p>4.b.5.h: Use multiple resources to locate job opportunities.</p> <p>4.b.6.h: Prepare a resume, cover letter, employment application.</p> <p>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.</p> <p>4.c.3.m: Distinguish between appropriate behaviors in a social vs. professional setting.</p> <p>4.c.4.h: Model behaviors that demonstrate reliability and dependability.</p> <p>4.c.5.h: Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.</p> <p>4.c.6.h: Complete required employment forms and documentation.</p> <p>4.c.7.h: Summarize key activities necessary to retain a job in an industry.</p>
<p>Develop positive relationships with others. CD4.d</p>	<p>4.d.5.h: Participate in cocurricular and community activities to enhance the school experience.</p> <p>4.d.6.h: Evaluate the best method to assist co-workers in accomplishing goals and tasks.</p> <p>4.d.7.h: Examine the skills required to enable students to successfully transition to postsecondary opportunities.</p>

Key Vocabulary:			
Active Listening	Commitment	I-messages	Passive Listening
Adaptation	Conflict resolution	Infatuation	Rapport
Affirmation	Conformity	Intervention	Rebelliousness
Ageism	Culture Shock	Joint Custody	Role Expectations
Alimony	Democratic decision-making	Working Relationships	Self-disclosure

Annulment	Destructive conflict	Mixed messages	Situational conflict
Assertiveness	Diversity	Mutuality	Tact
Bereavement	Enculturation	Mediator	Launching
Codependency	Ethnocentrism	Negotiation	Work-ethic
Child Support	Family Lifecycle	Optimism	You-message

Topics/Content Outline- Units and Themes:

Quarter 1:

- Families Make a Difference
- Family Characteristics
- Roles and Relationships
- Improving Communication
- Resolving Conflict
- Building Family Relationships
- Handling Crisis

Quarter 2:

- Divorce and Remarriage
- Understanding Love
- Selecting a Partner/Marriage
- Balancing Work and Family
- Managing Technology

Primary Resource(s):

Families Today
 McGraw Hill
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