



# School District of Marshfield Course Syllabus

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**Course Name: Food, Family & Society**  
**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:**

Why do we eat what we eat? Understand food-related concerns such as providing meals for your family, availability, nutrition, and the impact of food on our society. Investigate common misconceptions about food consumption and be involved in food labs.

## Wisconsin Standards for Family & Consumer Sciences (FACS)

### Process for Areas of Study (PAS)

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

<b>Evaluate reasoning for self and others.</b> PAS1.a	1.a.3.h: Contrast consequences for decision making for self, others, culture/society and global environment.
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<b>Analyze practical reasoning components.</b> PAS1.c	1.c.3.h: Analyze adequate and in-adequate information and sources in making decisions.
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<b>Demonstrate scientific inquiry and reasoning to gain factual knowledge and test theories on which to base judgments for action.</b> PAS1.e	1.e.3.h: Judge validity and reliability of information, sources, opinions and evidence.
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### Consumer and Family Resources (CFR)

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

<b>Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time and human capital.</b> CFR1.a	1.a.16.h: Evaluate the types of skills necessary for organizing and utilizing resources in homes, families and the workplace. 1.a.18.h: Utilizing MyPlate for menu planning, prepare nutritious meals and snacks for individuals and families. 1.a.24.h: Compare information resources used to manage individual and family needs.
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<b>Analyze the relationship of the environment to family and consumer resources.</b> CFR1.b	1.b.10.h: Analyze decisions about providing safe and nutritious food for individuals and families.
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### Consumer Services (CS)

**CS1:** Students will integrate knowledge, skills and practices needed for a career in consumer services.

<b>Demonstrate skills needed for product development, testing and presentation.</b> CS1.e	1.e.17.h: Analyze market research to determine consumer trends and product development needs. 1.e.18.h: Design or analyze a consumer product. 1.e.23.h: Research new products and explore the product reviews. Analyze the findings.
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### Family (F)

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

<b>Analyze the effects of family as a system on individuals and society.</b> F1.a	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.
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<p><b>Evaluate the effects of diverse perspectives, needs and characteristics of individual and families.</b> F1.b</p>	<p>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>
<p><b>Interpersonal Relationships (IR)</b></p>	
<p><b>IR1:</b> Students will demonstrate respectful and caring relationships in the family, workplace and community.</p>	
<p><b>Demonstrate teamwork and leadership skills in the family, workplace and community.</b> IR1.e</p>	<p>1.e.15.h: Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. 1.e.17.h: Demonstrate strategies that utilize the strengths and minimize the limitations of group members. 1.e.21.h: Demonstrate processes for cooperating, compromising and collaborating.</p>
<p><b>Nutrition and Wellness (NW)</b></p>	
<p><b>NW1:</b> Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.</p>	
<p><b>Analyze factors that influence nutrition and wellness practices across the life span.</b> NW1.a</p>	<p>1.a.6.m: Identify factors that impact food choices and nutritional practice. 1.a.7.m: Identify historical changes that have altered food choices and practices. 1.a.11.h: Analyze the effects of psychological, cultural and social influences on food choices and other nutrition practices. 1.a.13.h: Describe how food choices are influenced by availability, individual and family preferences and the media.</p>
<p><b>Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.</b> NW1.b</p>	<p>1.b.6.m: Describe the relationship between food choices and health problems. 1.b.7.m: Assess eating habits (meals and snacks), set a personal nutrition goal and track progress toward achieving this goal. 1.b.10.h: Analyze the relationship of nutrition and wellness to individual and family health throughout the life span. 1.b.12.h: Describe the components of a nutrition label and how to use the information from labels in making informed decisions regarding food choices.</p>
<p><b>Demonstrate ability to acquire, handle and use foods to meet nutrition and wellness needs of individuals and families across the life span.</b> NW1.c</p>	<p>1.c.8.h: Demonstrate ability to select store, prepare and serve nutritious and aesthetically pleasing foods.</p>
<p><b>Evaluate factors that affect food safety from production through consumption.</b> NW1.d</p>	<p>1.d.7.m: Explain the relationship between food safety practices and health.</p>

	<p>1.d.11.m: Describe factors associated with a safe food supply.</p> <p>1.d.17.h: Analyze food borne illness factors, including causes, foods at risk and methods of prevention commercially and by individuals and families</p>
<p><b>Evaluate the influence of science and technology on food composition, safety and other issues.</b> NW1.e</p>	<p>1.e.2.m: Give examples of how the food supply has changed over time.</p> <p>1.e.5.m: Identify examples of how the food companies, advertising and the media encourage people to buy and eat different foods.</p> <p>1.e.8.h: Analyze the effects of technological advances on selection preparation and home storage of food.</p>
<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.	
<p><b>Identify person strengths, aptitudes and passions.</b> 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><b>Demonstrate effective decision making, problem solving and goal setting.</b> CD1.b</p>	<p>1.b.3.m: Develop effective coping skills for dealing with problems</p> <p>1.b.5.h: Use a decision-making and problem-solving model.</p>
<b>CD2:</b> Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	
<p><b>Assess attitudes and skills that contribute to successful learning in school and across the life span.</b> 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>
<b>CD3:</b> Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	
<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> <p>3.c.6.h: Discuss how adaptability and flexibility, especially when initiating or responding to change, contributes to career success.</p>
<p><b>CD4: Students will identify and apply employability skills.</b></p>	
<p><b>Identify and demonstrate positive work behaviors and personal qualities needed to be employable.</b> 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><b>Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.</b> 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><b>Identify and exhibit traits for retaining employment.</b> 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><b>Develop positive relationships with others.</b> 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>

<b>Key Vocabulary:</b>			
Al dente	Back of the house	Braising	Broiling
Canapé	Colander	Convection oven	Docking
Dredge	Entrée	FIFO	Flat-top Range
Front of the House	Julienne	Mise en place	Pilot Light
Portioning	Proofer	Springform pan	Standardized recipe
Yield	Blanching	Poaching	HACCP
OSHA	Gratuity	Fixed Costs	Variable Cost

## Topics/Content Outline- Units and Themes:

### Quarter 1:

- Safety & Sanitation
  - Microorganism control
  - Safe kitchen practices
- Kitchen Principles
  - Measurement
  - Cooking terms
  - Kitchen equipment
- Nutrition & Wellness
  - Personal Goals
  - Weight & disease control
  - Nutrients
  - MyPlate

### Quarter 2:

- Influence on Food Choices
  - Social forces
  - Food norms & attitudes
  - Cultural influences
- Family Meals
  - Menu planning
  - Convenience foods
  - Cooking on a budget
- Final Project
  - Family Food Concerns

## Primary Resource(s):

**Food for Today**  
Glencoe/McGraw-Hill  
ISBN: 978-0-07-888366-8  
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