



School District of Marshfield Course Syllabus

Course Name: DC Work Based Learning I PS

Length of Course: Semester

Credit: 1/2 Credit (Instruction), 1 Credit (average for paid work experience)

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:

Work-Based Learning (WBL) courses emphasize job training and development of employability skills deemed critical by employers in our community. These courses are an elective option for seniors who are on pace for graduation to earn elective credit through employment. At this time, WBL I is offered for dual credit with Mid-State Technical College. Students may be awarded up to 2 periods /semester for School-to-Work Release.

MSTC Course Title: GPS for Student Success

Course Number: MSTC 10-890-102

Career Cluster: General Education

Total Hours: 18

Total Credits: 1 (upon successful completion of this course)

Wisconsin Standards for Family & Consumer Sciences (FACS)	
Consumer and Family Resources (CFR)	
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.16.h Evaluate the types of skills necessary for organizing and utilizing resources in homes, families and the workplace.
Evaluate the effects of technology on individual and family resources. CFR1.d	1.d.6.h Analyze how media and technological advances affect family and consumer decisions.
Analyze relationships between the economic system and consumer actions. CFR1.e	1.d.9.h Predict and determine practices that allow families to maintain economic self-sufficiency.
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.
Consumer Services (CS)	
CS1: Students will integrate knowledge, skills and practices needed for a career in consumer services.	
Analyze career paths within consumer service industries. CS1.a	1.a.12.h Explain roles and functions of individuals engaged in consumer service careers. 1.a.13.h Analyze opportunities for employment and entrepreneurial endeavors. 1.a.14.h Summarize education and training requirements and opportunities for career paths in consumer services. 1.a.16.h Create an employment portfolio for use with applying for internships and work-based learning opportunities in consumer service careers.
Analyze factors in developing a long-term financial management plan. CS1.c	1.c.17.h Explain the effects of the economy on personal income, individual and family security and consumer decisions.
Education and Early Childhood (EC)	
EC1: Students will integrate knowledge, skills and practices required for careers in early childhood education, education and services.	

Cultivate positive relationships with children in a child care setting. EC1.c	1.c.7.h: Demonstrate characteristics of a quality child care worker implementing developmentally appropriate practice.
Guide children in appropriate behaviors. EC1.d	1.d.7.m: Select strategies that will appropriately address challenging behaviors. 1.d.15.h: Apply state licensing rules related to guiding children.
Create and facilitate developmentally appropriate activities for a variety of child care curricular areas. EC1.e	1.e.6.h: Choose developmentally appropriate activities (i.e., physical, social, emotional, moral and intellectual) for various ages (Include a learning objective and materials needed and reference appropriately). 1.e.7.h: Plan and implement lesson plans (i.e., objectives, content, supplies, motivation, introduction, step-by-step procedures, closure/transition and evaluation). 1.e.12.h: Develop activities, routines and transitions.
Develop a career portfolio. EC1.f	1.f.6.h: Analyze opportunities for employment. 1.f.8.h: Create an employment portfolio for use with applying for internships and work-based learning opportunities in education and early childhood.
Interpersonal Relationships (IR)	
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.18.h: Demonstrate stress management strategies for family, work and community settings.
Analyze personal needs and characteristics and their effects on interpersonal relationships. IR1.b	1.b.15.h: Establish personal standards and qualities that impact interpersonal relationships.
Demonstrate communication skills that contribute to positive relationships. IR1.c	1.c.16.h: Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication. 1.c.18.h: Analyze strategies to overcome communication barriers in family, community and work settings. 1.c.19.h: Apply ethical principles of communication in family, community and work settings. 1.c.20.h: Analyze the effects of communication technology in family, work and community settings.
Demonstrate teamwork and leadership skills in the family, workplace and community. IR1.e	1.e.15.h: Create an environment that encourages and respects the ideas, perspectives and contributions of all group members. 1.e.21.h: Demonstrate processes for cooperating, compromising and collaborating.
Demonstrate standards that guide behavior in interpersonal relationships. IR1.f	1.f.12.h: Apply critical thinking and ethical standards when making judgments and taking action. 1.f.13.h: Demonstrate ethical behavior in family, workplace and community settings.
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.	
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. 2.b.6.m: Research local and regional labor market and job growth information to analyze career opportunities.

	<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>
CD4: Students will identify and apply employability skills.	
<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.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>
Environment, Health and Safety (EHS)	
<p>EHS1: Students will identify the importance and interrelationships of health, safety and environmental systems and evaluate the impacts of these systems on organizational performance for continuous improvement.</p>	

<p>Implement personal and jobsite safety rules and regulations to maintain and improve safe and healthful working conditions and environments. ESH1.d</p>	<p>1.d.7.h: Assess workplace conditions with regard to personal and environmental health and safety. 1.d.9.h: Describe employee rights and responsibilities to maintain workplace health and safety, including compliance with rules and laws.</p>
<p>Global and Cultural Awareness (GCA)</p>	
<p>GCA2: Students will assess the benefits and challenges of working in diverse settings and on diverse teams.</p>	
<p>Work effectively with diverse individuals in a variety of settings and contexts. GCA2.a</p>	<p>2.a.7.h: Collaborate with diverse individuals to accomplish tasks in personal, school, work and community contexts.</p>
<p>Information, Media and Technology Skills (IMT)</p>	
<p>IMT2: Students will apply information literacy skills to access and evaluate media to design and produce media products.</p>	
<p>Prepare media products in order to communicate a specific message. IMT2.b</p>	<p>2.b.5.h: Compare and contrast the elements of media products and how each helps deliver a desired message.</p>
<p>IMT3: Students will use available information and communication technology to improve productivity, solve problems and create opportunities.</p>	
<p>Adopt new technological tools to increase personal and organizational productivity. IMT3.a</p>	<p>3.a.12.h: Manage use of technology to reduce negative impacts on productivity.</p>
<p>Leadership (LE)</p>	
<p>LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.</p>	
<p>Implement leadership skills to accomplish team goals and objectives. LE1.a</p>	<p>1.a.10.h: Exhibit skills such as compassion, service, listening, coaching, developing others, team development. 1.a.11.h: Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. 1.a.12.h: Exhibit skills such as innovation, intuition, adaptation, life-long learning and coach-ability to develop leadership potential over time. 1.a.13.h: Create a sense of trust, positive attitude, integrity, willingness and commitment in order to accept key responsibilities in a group project.</p>
<p>Employ teamwork skills to achieve collective goals and use team members/ talents effectively. LE1.b</p>	<p>1.b.8.h: Apply conflict management skills to help facilitate solutions. 1.b.9.h: Evaluate and apply teamwork processes that provide team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability and conflict resolution.</p>

	1.b.10.h: Demonstrate the ability to negotiate and adapt effectively to changes in projects and work activities to meet timelines.
Identify the role of community service and service learning in family, community and business and industry. LE1.c	1.c.6.h: Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service.

Key Vocabulary:			
Constructive	Loyalty	Teamwork	Reference
Initiative	Confidence	Confidentiality	Work Ethic
Dependability	Adaptability	Critical Thinking	Communication
Enthusiasm	Reliable	Entrepreneur	Diversity
Cooperation	Integrity	Leadership	Accountability
Criticism	Attitude	Professionalism	Problem Solving

Topics/Content Outline- Units and Themes:

Quarter 1:

- Describe appropriate Mid-State resources, policies, and processes (Mid-State).
- Investigate intrapersonal attributes for student success (Mid-State).
- Adopt strategies for learning efficiently and effectively (Mid-State).
- Utilize Mid-State resources to help in areas of time management and personal budgeting (Mid-State).
- Design an Academic Plan for Student Success (Mid-State).

Quarter 2:

- Assess your current personal employability strengths and weaknesses (Xello and various checklists).
- Demonstrate a comprehensive understanding of your future career field (Xello).
- Explain the roles careers play in an individual’s life (*Career Explorations* – Chapter 1).
- Understand various types of employment and the landscape of career choices (*Career Explorations* – Chapter 1).
- Understand compensation and employment documents (*Career Explorations* – Chapters 1 and 13).
- Identify the steps to take to find a job (*Career Explorations* – Chapter 9).

- Understand the job application process and related job application documents (*Career Explorations* – Chapter 10).
- Understand different types of job interviews and how to follow up on a job interview (*Career Explorations* – Chapter 12).

Primary Resource(s):

Career Explorations, 1st Edition
 B.E. Publishing, Inc
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Dual Credit Notification:

This is a dual credit course with Mid-State Technical College. The course outcomes are the course outcomes of the course at Mid-State Technical College. During the first week of class, your dual credit high school teacher will assist all students who want to receive free college credits with Mid-State to apply and complete a registration form for the dual credit option. Only students who submit this registration form and earn a “C” or better in the course will earn the dual credit. After the class, your instructor will enter your grade with Mid-State, and it will appear on your college transcript.

Mid-State Policies and Procedures

Credit Hour Expectations - Classroom presentations are specifically planned learning experiences based on identified objectives, direct instructor involvement, and instructional delivery through physical or electronic learning environments. Credit hour expectations are a combination of classroom presentation, lab and outside student effort as outlined in the Educational Services Manual from the Wisconsin Technical College System. The unique environment in online/hybrid classes combines the classroom presentation with the outside effort to an equivalent time expectation per credit. For specific lab and lecture credit hour for Associate Degree and Technical Diploma courses, please see the "Course Standards" section of the Educational Services Manual.

Learner Roles and Responsibilities - You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor.

The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Academic Integrity Policy - The Mid-State Board, administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work, willing to help others to be so, or is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

Exclusivity Statement - Mid-State Technical College is committed to complying with state and federal equal opportunity laws and regulations and does not discriminate in its services, employment programs, and/or its educational programs and activities. Discrimination and harassment by supervisors, co-workers, students, non-employees on the basis of race, sex, national origin, sexual orientation, age, religion, disability, or other protected class is prohibited by the College. This policy is intended to comply with all applicable state and federal laws, as well as express the College's commitment to the principles of equal opportunity for all.

Student Handbook - Refer to the Mid-State Student Handbook for more information related to student policies and procedures. mstc.edu/student-resources/student-handbook

Student Services - All students, including online students, have access to student services including but not limited to disability services, counseling and advising, career services, and financial aid. To access student services, go to mstc.edu/student-resources/student-services.