



Course Title
<b>FACS INTERNSHIP (Course #H6250)</b>

Board Approval Date
<b>May 19, 2016</b>

Course Rationale
<p>FACS Internship is a supervised work and training program for students who are preparing for employment in Family and Consumer Sciences related occupations. The student receives academic and practical on-the-job training relating to individual job needs and career goals. This area of instruction provides students exposure in one of the major occupational groups including food industry, child care, retail, and health services.</p>

Course Description
<p>The FACS Internship course offers a hands-on learning opportunity in a FACS related industry including food industry, child care, retail, and health services. The student will secure their own work experience the summer prior to the start of the school year. The student will communicate with the instructor to get approval for the work experience. Students must provide their own transportation for the internship. The student, instructor and Work-Site Supervisor meet to identify learning goals (outcomes) and objectives (activities) designed to provide a thorough understanding of the profession. Students are introduced to Family Career and Community Leaders of America (FCCLA) which is the co-curricular career and technical student organization (CTSO) associated with Family &amp; Consumer Sciences (FACS).</p>

WSD Overarching Essential Questions	WSD Overarching Enduring Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> <li>● What are careers that interest me?</li> <li>● What employability skills do I possess?</li> <li>● How do I utilize critical thinking to assess, analyze and answer questions or solve a problem?</li> <li>● How does the course content, that I am</li> </ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● Critical and creative thinking skills are used to address problems in families, communities, and career environments.</li> <li>● Solving practical problems requires knowledge of core content, knowing how and</li> </ul>



<p>learning in the classroom, relate to the real-world?</p> <ul style="list-style-type: none"> <li>● What does a good problem solver do?</li> <li>● How do I effectively communicate with others in verbal, nonverbal and/or written forms?</li> <li>● How do I make a positive impact in my family, community, and career?</li> </ul>	<p>when to use the knowledge and exploring innovative ways to extend the content.</p> <ul style="list-style-type: none"> <li>● Life and resource management, employability skills, and career development are critical for personal success.</li> <li>● Accepting responsibility for one's actions is important for success in family and work life.</li> <li>● A variety of resources are used to analyze data to solve problems, support scientific arguments and explore concepts.</li> <li>● Authentic experiences are used to develop deeper understanding of the concepts under study.</li> <li>● Information is obtained and shared through verbal, nonverbal and written communication.</li> <li>● Multiple representations of data are created, interpreted and utilized in order to draw conclusions.</li> </ul>
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<b>Overarching Course Learning Goals</b>
<p><i>Students will know or be able to...</i></p> <ul style="list-style-type: none"> <li>● develop and utilize critical thinking, collaboration, creativity, communication skills that are needed in the work force.</li> </ul> <p><a href="#">Link to FACS Internship Overarching Learning Goals and Scales</a></p>



Wentzville School District  
Stage 1 – Desired Results

**Unit 1**

**Unit Title:** FACS Internship

**Course:** FACS Internship

**Brief Summary of Units:** Students enter the real world to gain knowledge, experience, and soft skills for employability.

**Approximate Time Frame:** 16-34 weeks

**Transfer Goal**

*Students will be able to independently use their learning to...*

- use communication skills, problem solving skills, and critical thinking skills.

**Meaning**

Essential Questions	Understandings
<p><i>Students will consider...</i></p> <ul style="list-style-type: none"> <li>● What career fields interest me?</li> <li>● What does it take to get and keep a job?</li> <li>● How should I communicate verbally and nonverbally with supervisors, coworkers, and customers?</li> <li>● What soft skills are needed to perform my jobs?</li> <li>● What courses should I take to become employable in my chosen field?</li> <li>● What colleges offer programs/majors in my chosen field?</li> </ul>	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● there are several career paths to get you to a particular career.</li> <li>● that it takes effort to get and keep a job.</li> <li>● there are different ways to professionally communicate verbally and nonverbally.</li> <li>● there are different skillsets that are needed to perform a particular job.</li> <li>● certain courses, training, and/or professional development can be required to acquire and maintain a job.</li> <li>● different colleges offer different degree programs and can be researched to determine if they match your desired career/interests.</li> <li>● the employee benefits are part of the employee compensation.</li> </ul>



	<ul style="list-style-type: none"> <li>• your Facebook and other social media can be accessed by employers and can affect employment.</li> </ul>
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**Acquisition**

Key Knowledge	Key Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Vocabulary               <ul style="list-style-type: none"> <li>○ W4 and W2 tax forms</li> <li>○ deductions</li> <li>○ resume</li> <li>○ professionalism</li> <li>○ job satisfaction</li> <li>○ self-image/personality</li> <li>○ values</li> <li>○ decision making</li> <li>○ problem solving</li> <li>○ motivation</li> <li>○ leadership</li> <li>○ constructive criticism</li> </ul> </li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• apply for a job and accept a position prior to the start of the school year if needed.</li> <li>• collaborate with the instructor and Work-Site Supervisor to identify learning goals (outcomes) and objectives (activities) designed to provide a thorough understanding of the profession.</li> <li>• request periodic evaluations with the Work-Site Supervisor, reflect on the feedback and create a plan for improvement.</li> <li>• complete a payroll record.</li> <li>• compare benefits that are offered by the employer to another benefits package..</li> <li>• calculate deductions and complete a W2.</li> <li>• revise an existing resume with internship experience.</li> <li>• identify a skill that needs improvement in their job, develop the skill, and reflect on their growth.</li> <li>• gain transferable skills and experience in professional communication, collaboration, critical thinking, and creativity.</li> <li>• develop skills necessary to cope with challenging situations independently (e.g., I-messages, validation, timing, how to professionally resign, etc.).</li> <li>• give and accept constructive criticism.</li> <li>• perform a written or verbal self-reflection of the interview that resulted in their employment.</li> <li>• identify appropriate uses of personal and professional social media.</li> </ul>



	<ul style="list-style-type: none"><li>• identify appropriate dress for the interview process and the work experience that meets the professional standards.</li><li>• research what FCCLA is and how their work can be used to create an FCCLA project.</li><li>• provide a strategy for staying motivated to continue working in that field.</li></ul>
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<b>Standards Alignment</b>
<p style="text-align: center;"><b>Show-Me Standards:</b></p> <p>Content Standards - ELA 1, ELA 3, ELA 4, ELA 6, ELA 7 HPE 7 M1</p> <p>Process Standards - 1.1, 1.2, 1.3, 1.4, 1.10 2.2, 2.3, 2.5, 2.6, 2.7 3.1, 3.3, 3.5, 3.6 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 4.8</p>