MSAD #54 Guidance Curriculum

Content Area: Career and Education Development  
Unit: Self-Knowledge & Interpersonal Relationships  
Grade: Grade 9  
MLR Span: 9-Diploma

MLR Content Standard: **A: Learning About Self-Knowledge and Interpersonal Relationships**

Students identify, demonstrate, analyze and evaluate: self-knowledge related to interests, skills, work, and school; positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community; their ability to build and maintain a positive self-concept; and their ability to develop and recognize interpersonal skills that effectively influence work and relationships with others.

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<td><strong>Academic Development Domain</strong>&lt;br&gt;National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.&lt;br&gt;Competencies/Indicators:&lt;br&gt;A:A1 Improve Academic Self-concept&lt;br&gt;  A:A1.3 Take pride in work and achievement&lt;br&gt;A:A2 Acquire Skills for Improving Learning&lt;br&gt;  A:A2.3 Take pride in work and achievement&lt;br&gt;  A:A2.4 Accept mistakes as essential to the learning process&lt;br&gt;A:A3 Achieve School Success&lt;br&gt;  A:A3.5 Identify attitudes and behaviors which lead to successful learning</td>
<td>Pathways – Computer App I: Exploring Career Pathways&lt;br&gt;Exploring “Who Am I”&lt;br&gt;Connections to school&lt;br&gt;Connections to self&lt;br&gt;Virtual Job Shadow (Bridges)&lt;br&gt;Career Chats&lt;br&gt;Guest Visits/Speakers (representing a variety of careers)&lt;br&gt;“Forced choice” Activity&lt;br&gt;“Me Poem”&lt;br&gt;“Personal Shield”&lt;br&gt;Bridges:&lt;br&gt;Interest Inventory&lt;br&gt;College and Career Searches&lt;br&gt;“Forced Choice” Activity&lt;br&gt;Introduction groups to high school</td>
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</table>
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

**Career Development Domain**

**National Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competencies/Indicators:**
C:A1 Develop Career Awareness
   C:A1.1 Develop skills to locate, evaluate, and interpret career information
   C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
   C:A1.5 Learn to make decisions
   C:A1.6 Learn how to set goals

C:A2 Develop Employment Readiness
   C:A2.3 Demonstrate knowledge about the changing workplace
   C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
   C:A2.9 Utilize time- and task-management skills

**National Standard B:** Students will employ strategies to achieve future career goals with success and

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8th Grade Transition Meeting:
Course Selection- based upon recommendations and testing results

Course Description/Course of Studies

Department Head info – core academic
satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
  C:B1.1 Apply decision-making skills to career planning, course selection and career transition
  C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
  C:B1.3 Demonstrate knowledge of the career-planning process
  C:B1.4 Know the various ways in which occupations can be classified
  C:B1.5 Use research and information resources to obtain career information
  C:B1.6 Learn how to use the Internet to access career-planning information

C:B2 Identify Career Goals
  C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
  C:B2.2 Assess and modify their educational plan to support career
  C:B2.4 Select course work that is related to career interests
  C:B2.5 Maintain a career-planning portfolio

Personal/Social Domain
National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Competencies/Indicators:
PS:A1 Acquire Self-Knowledge
  PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  PS:A1.2 Respect alternative points of view
  PS:A1.5 Identify and express feelings
  PS:A1.10 Identify personal strengths and assets
2. Beliefs and Behaviors That Lead to Success

a. Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school.

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<th>Competencies/Indicators:</th>
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<td>PS:A1.12 Identify and recognize changing family roles</td>
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**National Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies/Indicators:**
- PS:B1 Self-Knowledge Application
- PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions
- PS:B1.9 Identify long- and short-term goals

**Academic Development Domain**

**National Standard A:** Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies/Indicators:**
- A:A2 Acquire Skills for Improving Learning
  - A:A2.2 Demonstrate how effort and persistence positively affect learning
  - A:A2.4 Apply knowledge and learning styles to positively influence school performance

**National Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

**Competencies/Indicators:**
- A:B1 Improve Learning
  - A:B1.1 Demonstrate the motivation to achieve individual potential
  - A:B1.2 Learn and apply critical-thinking skills
  - A:B1.3 Apply the study skills necessary for academic success at each level
  - A:B1.4 Seek information and support from faculty, staff, family, and peers
  - A:B1.5 Organize and apply

**Pathways- Computer App. I:**
- Exploring Career Pathways
- Exploring “Who Am I” Interest Inventory (Bridges)
- Connections to school
- Connections to self
- Virtual Job Shadow
- Guest visits/Speakers (representing a variety of careers)
- Development of Electronic Portfolio
- Review progress reports
- Review Report Cards
- Goal sheets
- Plan and “How to Get There”
- Course Selection
- Class/group/individual meetings
academic information from a variety of sources

A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
A:B2.2 Use assessment results in educational planning
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community. Competencies/Indicators:
A:C1 Relate School to Life Experience
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain
National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make
informed career decisions.
Competencies/Indicators:
C:A1 Develop Career Awareness
  C:A1.1 Develop skills to locate, evaluate and interpret career information
  C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
  C:A1.5 Learn to make decisions
  C:A1.6 Learn how to set goals
  C:A1.7 Understand the importance of planning
  C:A1.8 Pursue and develop competency in areas of interest

C:A2 Develop Employment Readiness
  C:A2.3 Demonstrate knowledge about the changing workplace
  C:A2.7 Develop a positive attitude toward work and learning
  C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B2 Identify Career Goals
  C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
  C:B2.2 Assess and modify their educational plan to support career
  C:B2.4 Select course work that is related to career interests
  C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.
Competencies/Indicators:
C:C1 Acquire Knowledge to Achieve Career Goals
  C:C1.1 Understand the relationship between educational achievement and career success
  C:C1.2 Explain how work can help to achieve personal success and satisfaction
  C:C1.3 Identify personal preferences and interests influencing career choice and success
  C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
  C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

**Personal/Social Domain**
National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
Competencies/Indicators:
PS:A1 Acquire Self-Knowledge
  PS:A1.2 Identify values, attitudes and beliefs
  PS:A1.3 Learn the goal-setting process
  PS:A1.5 Identify and express feelings
  PS:A1.10 Identify personal strengths and assets
  PS:A1.11 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills
  PS:A2.6 Use effective communications skills
  PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
### 3. Interpersonal Skills

a. Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings.

- Getting along with others
- Respecting diversity
- Working as a member of a team
- Managing conflict
- Accepting/giving/using constructive feedback
- Accepting responsibility for personal behavior
- Demonstrating ethical behavior
- Following established rules/etiquette for observing/listening
- Demonstrating safe behavior
- Dealing with peer pressure

### Academic Development Domain

**National Standard B**: Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies/Indicators:**
- PS:B1 Self-Knowledge Application
  - PS:B1.1 Use a decision-making and problem-solving model
  - PS:B1.9 Identify long- and short-term goals

### Personal/Social Domain

**National Standard A**: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies/Indicators:**
- PS:A1 Acquire Self-Knowledge
  - PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  - PS:A1.2 Identify values, attitudes and beliefs
  - PS:A1.5 Identify and express feelings
  - PS:A1.10 Identify personal strengths and assets
  - PS:A1.11 Identify and discuss

### Teen Issues Presentations and Groups:
- Conflict Resolution
- Behavior Contracts
- Weekly Progress Reports
- Class expectations/rules
- Student handbook
- Athletic contracts/codes
- “Me Poem”
- “Personal Shield”
- Values Inventory
- “Forced Choice” Activity
- “Personal Shield”
- Group and Individual meetings with counselors
changing personal and social roles

PS:A2 Acquire Interpersonal Skills
  PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity
  PS:A2.6 Use effective communication skills
  PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

National Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. Competencies/Indicators:
  PS:B1 Self-Knowledge Application
    PS:B1.1 Use a decision-making and problem-solving model
    PS:B1.2 Understand consequences of decisions and choices
    PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
    PS:B1.9 Identify long- and short-term goals

National Standard C: Students will understand safety and survival skills. Competencies/Indicators:
  PS:C1 Acquire Personal Safety Skills
    PS:C1.6 Identify resource people in the school and community, and know how to seek their help
    PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy
    PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
    PS:C1.9 Learn how to cope with peer pressure
    PS:C1.10 Learn techniques for managing stress and conflict
    PS:C1.11 Learn coping skills for managing life events
### 4. Career and Life Roles

a. Students demonstrate and evaluate successful strategies for accomplishing tasks, balancing career and life roles, and reducing stress in a variety of school, work, and community settings.

   a. Time management
   b. Goal-setting
   c. Resource management

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<td>substantial postsecondary options.</td>
<td><strong>Quarterly progress Reports</strong></td>
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<td><strong>Competencies/Indicators:</strong></td>
<td><strong>Review Report Cards</strong></td>
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<td>A:B2 Plan to Achieve Goals</td>
<td><strong>Goal Sheets</strong></td>
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<tr>
<td>A:B2.1 Establish challenging academic goals in elementary,</td>
<td><strong>Group/Individual meetings with Counselor</strong></td>
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<td><strong>Teen Issues Presentations:</strong></td>
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<td>A:B2.3 Develop and implement annual plan of study to maximize</td>
<td><strong>Stress Management</strong></td>
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<td>academic ability and achievement</td>
<td><strong>Goal Setting</strong></td>
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<td>A:B2.4 Apply knowledge of aptitudes and interests to goal setting</td>
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<td>A:B2.5 Use problem-solving and decision-making skills to assess</td>
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<tr>
<td>progress toward educational goals</td>
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<tr>
<td>A:B2.6 Understand the relationship between classroom performance</td>
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<td>and success in school</td>
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<td>A:B2.7 Identify post-secondary options consistent with interests,</td>
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**National Standard C**: Students will understand the relationship of academics to the world of work, and to life at home in the community.

**Competencies/Indicators:**

A:C1 Relate School to Life Experience

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.

A:C1.2 Seek co-curricular and community experiences to enhance the school experience

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking,
obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

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PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.5 Identify and express feelings
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles
PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
PS:A2.6 Use effective communication skills
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
National Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.
Competencies/Indicators:
PS:B1 Self-Knowledge Application
  PS:B1.1 Use a decision-making and problem-solving model
  PS:B1.2 Understand consequences of decisions and choices
  PS:B1.6 Know how to apply conflict resolution skills
  PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
  PS:B1.8 Know when peer pressure is influencing a decision
  PS:B1.9 Identify long- and short-term goals

National Standard C: Students will understand safety and survival skills.
Competencies/Indicators:
PS:C1 Acquire Personal Safety Skills
  PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
  PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
  PS:C1.6 Identify resource people in the school and community, and know how to seek their help
  PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy
  PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
  PS:C1.9 Learn how to cope with peer pressure
  PS:C1.10 Learn techniques for managing stress and conflict
  PS:C1.11 Learn coping skills for managing life events
**MSAD #54 Guidance Curriculum**

Content Area: Career and Education Development  
Unit: Exploring Education and Career and Life Roles  
Grade: Grade 9  
MLR Span: 9-Diploma

**MLR Content Standard: B. Learning About and Exploring Education and Career and Life Roles**

Students identify, demonstrate, analyze, and evaluate: An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and the ability to identify and use education and career information for lifelong learning to achieve success.

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<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives (ASCA)</th>
<th>Instructional Resources/Activities</th>
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</table>
| **1. Relationships Among Learning, Work, the Community, and the Global Economy** | **Academic Development Domain**  
National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.  
Competencies/Indicators:  
A:A1 Improve Academic Self-concept  
A:A1.3 Take pride in work and achievement  
A:A1.4 Accept mistakes as essential to the learning process  
A:A1.5 Identify attitudes and behaviors which lead to successful learning  
A:A2 Acquire Skills for Improving Learning  
A:A2.1 Apply time-management and task-management skills  
A:A2.2 Demonstrate how effort and persistence positively affect learning  
A:A2.4 Apply knowledge and learning styles to positively influence school performance  
A:A3 Achieve School Success  
A:A3.3 Develop a broad range of interests and abilities  
A:A3.4 Demonstrate dependability, productivity, and initiative  
A:A3.5 Share knowledge | **Pathways**-Computer App. I: Electronic Portfolio  
Interest Inventories  
College/Career Searches  
“Connections to School”  
“Connections to Self”  
Virtual Job Shadow (Bridges)  
Career Chats  
Guest Speakers (representing a variety of careers)  
Exploring Career Pathways  
Exploring “Who Am I”  
Bridges/Choices: Interest Inventory  
Teen Issues Presentations  
Career Library: Occupational Outlook Handbook  
Chronicle Guidance pamphlets  
Course Selection Activities/Goal Sheets  
Progress Reports/Report Cards |
National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.
Competencies/Indicators:
A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family, and peers
A:B1.5 Organize and apply academic information from a variety of sources

A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.
Competencies/Indicators:
A:C1 Relate School to Life Experience
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

**Career Development Domain**

**National Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Competencies/Indicators:**

C:A1 Develop Career Awareness
  C:A1.1 Develop skills to locate, evaluate and interpret career information
  C:A1.2 Learn about the variety of traditional and nontraditional occupations
  C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
  C:A1.5 Learn to make decisions
  C:A1.6 Learn how to set goals
  C:A1.7 Understand the importance of planning
  C:A1.8 Pursue and develop competency in areas of interest
  C:A1.9 Develop hobbies and vocational interests
  C:A1.10 Balance between work and leisure time

C:A2 Develop Employment
Readiness
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
C:B1.1 Apply decision-making skills to career planning, course selection and career transition
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn how to use the Internet to access career-planning information

C:B2 Identify Career Goals
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.4 Select course work that is related to career interests
C:B2.5 Maintain a career-planning portfolio
2. Skills for Individual/Personal Success in the 21st Century

a. Students evaluate strategies to improve skills that lead to lifelong learning and success in

| National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work. |
| Competencies/Indicators: |
| C:C1 Acquire Knowledge to Achieve Career Goals |
| C:C1.1 Understand the relationship between educational achievement and career success |
| C:C1.2 Explain how work can help to achieve personal success and satisfaction |
| C:C1.3 Identify personal preferences and interests influencing career choice and success |
| C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills |
| C:C1.5 Describe the effect of work on lifestyle |
| C:C1.7 Understand that work is an important and satisfying means of personal expression |

| C:C2 Apply Skills to Achieve Career Goals |
| C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals |
| C:C2.2 Learn how to use conflict management skills with peers and adults |
| C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences |

| Academic Development Domain |
| National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. |

Pathways - Computer App. I: Bridges/Choices Interest Inventories College/Career Searches/Work Values
the classroom, and the achievement of schoolwork, work and career, and personal life goals.

a. Literacy Skills
b. Numeracy
c. Critical thinking skills
d. Information and communication technology (ICT) literacy
e. Interpersonal skills
f. Other academic skills and knowledge

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<th>Competencies/Indicators:</th>
<th>Develop Electronic Portfolio</th>
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<td>A:A1.2 Display a positive interest in learning</td>
<td>Virtual Job Shadow</td>
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<td>A:A1.3 Take pride in work and achievement</td>
<td>“Personal Shield”</td>
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<td>A:A1.4 Accept mistakes as essential to the learning process</td>
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<td>A:A1.5 Identify attitudes and behaviors which lead to successful learning</td>
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<td>A:A2 Acquire Skills for Improving Learning</td>
<td>Course Selection Activities</td>
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<td>A:A2.1 Apply time-management and task-management skills</td>
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<td>A:A2.2 Demonstrate how effort and persistence positively affect learning</td>
<td>Progress Reports/Report Card Review</td>
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<td>A:A2.3 Use communications skills to know when and how to ask for help when needed</td>
<td>Teen Issues Programs: Goal setting Communication/Relationships</td>
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<td>A:A2.4 Apply knowledge and learning styles to positively influence school performance</td>
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<td>A:A3 Achieve School Success</td>
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<tr>
<td>A:A3.1 Take responsibility for their actions</td>
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<td>A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students</td>
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<td>A:A3.3 Develop a broad range of interests and abilities</td>
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<tr>
<td>A:A3.4 Demonstrate dependability, productivity, and initiative</td>
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<tr>
<td>A:A3.5 Share knowledge</td>
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</tr>
</tbody>
</table>

National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

Competencies/Indicators:
A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
   A:B1.3 Apply the study skills necessary for academic success at each level
   A:B1.4 Seek information and support from faculty, staff, family, and peers
   A:B1.5 Organize and apply academic information from a variety of sources

A:B2 Plan to Achieve Goals
   A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
   A:B2.2 Use assessment results in educational planning
   A:B2.4 Apply knowledge of aptitudes and interests to goal setting
   A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals
   A:B2.6 Understand the relationship between classroom performance and success in school
   A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.
Competencies/Indicators:
   A:C1 Relate School to Life Experience
      A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
      A:C1.2 Seek co-curricular and community experiences to enhance the school experience
      A:C1.3 Understand the relationship between learning and work
      A:C1.4 Demonstrate an understanding of the value of lifelong
learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain
National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Competencies/Indicators:
C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability,
punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:
C:B1 Acquire Career Information
   C:B1.1 Apply decision-making skills to career planning, course selection and career transition
   C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
   C:B1.3 Demonstrate knowledge of the career-planning process
   C:B1.4 Know the various ways in which occupations can be classified
   C:B1.5 Use research and information resources to obtain career information
   C:B1.6 Learn how to use the Internet to access career-planning information

C:B2 Identify Career Goals
   C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
   C:B2.2 Assess and modify their educational plan to support career
   C:B2.4 Select course work that is related to career interests
   C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Competencies/Indicators:
C:C1 Acquire Knowledge to Achieve Career Goals
   C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C2 Apply Skills to Achieve Career Goals
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

**Personal/Social Domain**

**National Standard A:** Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

**Competencies/Indicators:**

**PS:**

**PS:A1 Acquire Self-Knowledge**

**PS:A1.1** Develop positive attitudes toward self as a unique and worthy person
**PS:A1.2** Identify values, attitudes and beliefs
**PS:A1.3** Learn the goal-setting process
**PS:A1.5** Identify and express feelings
**PS:A1.10** Identify personal strengths and assets
**PS:A1.11** Identify and discuss changing personal and social roles

**PS:A2 Acquire Interpersonal Skills**
### Education and Career Information

a. Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.

### Academic Development Domain

**National Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

**Competencies/Indicators:**

- **A:B2 Plan to Achieve Goals**
  - Establishing academic goals in elementary, middle/junior high and high school
  - Use assessment results in educational planning
  - Apply knowledge of

**Pathways/Computer App. I:**
- Electronic Portfolio
- Interest Inventories
- College/Career Searches
- “Connections to School”
- “Connections to Self”
- Virtual Job Shadow (Bridges)
- Career Charts
- Guest speakers (representing a variety of careers)
- Exploring Career Pathways
- Exploring “Who I Am”
aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.
Competencies/Indicators:
A:C1 Relate School to Life Experience
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain
National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Competencies/Indicators:
C:A2 Develop Employment

NWEA Results
Course selection activities
Career Library:
College Hand Book
Book of Majors
Occupation Outlook Handbook
College Searches
Goal Sheet
Teen Issues Presentations:
Goal setting
Resources to Achieve goals
Bridges/Choices
Values Inventory (Career)
Electronic Portfolio/Interest Inventories review
Readiness
C:A2.3 Recognize, accept, respect, and appreciate individual differences
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B2 Identify Career Goals
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.4 Select course work that is related to career interests
C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.
Competencies/Indicators:
C:C2 Apply Skills to Achieve Career Goals
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
Personal/Social Domain

National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Competencies/Indicators:
  PS:A1 Acquire Self-Knowledge
    PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
    PS:A1.2 Identify values, attitudes and beliefs
    PS:A1.3 Learn the goal-setting process
    PS:A1.5 Identify and express feelings
    PS:A1.10 Identify personal strengths and assets
    PS:A1.11 Identify and discuss changing personal and social roles

National Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. Competencies/Indicators:
  PS:B1 Self-Knowledge Application
    PS:B1.1 Use a decision-making and problem-solving model
    PS:B1.2 Understand consequences of decisions and choices
    PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions
    PS:B1.6 Know how to apply conflict resolution skills
    PS:B1.8 Know when peer pressure is influencing a decision
    PS:B1.9 Identify long- and short-term goals
MSAD #54 Guidance Curriculum

Content Area: Career and Education Development
Unit: Learning to Make Decisions

MLR Content Standard: C: Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

Students identify, demonstrate, analyze, and evaluate: the main components of the planning process; their ability to balance career, college, and citizenship roles; their ability to apply successful strategies for effective decision-making; and their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

<table>
<thead>
<tr>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives (ASCA)</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Planning Process</td>
<td>Academic Development Domain</td>
<td>Pathways-Comp. App I: Bridges/Choices</td>
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<tr>
<td></td>
<td>National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. Competencies/Indicators: A: A1 Improve Academic Self-concept A: A1.2 Display a positive interest in learning A: A1.4 Accept mistakes as essential to the learning process A: A1.5 Identify attitudes and behaviors which lead to successful learning</td>
<td>Interest Inventory</td>
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<td>National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options. Competencies/Indicators: A: B2 Plan to Achieve Goals A: B2.1 Establish challenging academic goals in elementary, middle/junior high and high school A: B2.2 Use assessment results in educational planning A: B2.4 Apply knowledge of aptitudes and interests to goal setting A: B2.5 Use problem-solving and</td>
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<td>Guest speakers</td>
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<td>Electronic Portfolio</td>
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<tr>
<td>a. Students use the planning process to make school-to-school and school-to-work decisions.</td>
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<tr>
<td>a. Self-knowledge</td>
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<td>b. Looking for and creating personal career options</td>
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<td>c. Decision-making skills</td>
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Course Selection Activities

“Me Poem”
“Personal Shield”
“Forced Choice” Activity
“Decision Balance Sheet”

Individual Counseling

Teen Issues Presentations:
Time Management
Study Skills
NWEA Results
decision-making skills to assess programs toward educational goals
   A:B2.6 Understand the relationship between classroom performance and success in school
   A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.
Competencies/Indicators:
   A:C1 Relate School to Life Experience
      A:C1.2 Seek co-curricular and community experiences to enhance the school experience
   A:C1.3 Understand the relationship between learning and work
   A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
   A:C1.5 Understand that school success is the preparation to make the transition from student to community member
   A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain
National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Competencies/Indicators:
   C:A1 Develop Career Awareness
      C:A1.1 Develop skills to locate, evaluate and interpret career information
      C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
C:B1.1 Apply decision-making skills to career planning, course selection and career transition
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
C:B1.3 Demonstrate knowledge of the career-planning process
C:B1.4 Know the various ways in which occupations can be classified
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn how to use the Internet to access career-planning information

C:B2 Identify Career Goals
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.4 Select course work that is related to career interests
C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.
Competencies/Indicators:
C:C1 Acquire Knowledge to Achieve Career Goals
  C:C1.1 Understand the relationship between educational achievement and career success
  C:C1.2 Explain how work can help to achieve personal success and satisfaction
  C:C1.3 Identify personal preferences and interests influencing career choice and success
  C:C1.5 Describe the effect of work on lifestyle
  C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
  C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
  C:C2.2 Learn how to use conflict management skills with peers and adults
  C:C2.3 Learn to work cooperatively with others as a team member

**Personal/Social Domain**

National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competencies/Indicators:
  PS:A1 Acquire Self-Knowledge
    PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
    PS:A1.2 Identify values, attitudes and beliefs
    PS:A1.3 Learn the goal-setting process
    PS:A1.4 Understand change is a part of growth
    PS:A1.5 Identify and express feelings
    PS:A1.9 Demonstrate cooperative behavior in groups
2. Decision-Making

a. Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-work decisions.

National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies/Indicators:
A:A1 Improve Academic Self-concept
  A:A1.1 Articulate feelings of competence and confidence as learners
  A:A1.2 Display a positive interest in learning
  A:A1.3 Take pride in work and achievement
  A:A1.4 Accept mistakes as essential to the learning process
  A:A1.5 Identify attitudes and behaviors which lead to successful learning

National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary pathways.

Academic Development Domain

Pathways—Computer App. I:
Inventories/Interests & Work Values
Electronic Portfolio
Exploring Career Pathways
Exploring “Who Am I”
Connections to School
Connections to Self
Career Chats
Guest speakers (shared experiences)

“Me Poem”
“Personal Shield”
“Forced Choice” Activity
“Decision Balance Sheet”

Goal Sheets

Individual Counseling
options.
Competencies/Indicators:
A:B2 Plan to Achieve Goals
 A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
 A:B2.2 Use assessment results in educational planning
 A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
 A:B2.4 Apply knowledge of aptitudes and interests to goal setting
 A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals
 A:B2.6 Understand the relationship between classroom performance and success in school
 A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.
Competencies/Indicators:
C:C1 Relate School to Life Experience
 C:C1.1 Understand the relationship between educational achievement and career success
 C:C1.2 Explain how work can help to achieve personal success and satisfaction
 C:C1.3 Identify personal preferences and interests influencing career choice and success
 C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
 C:C1.5 Describe the effect of work on lifestyle
 C:C1.6 Understand the importance of equity and access in career choice
Career Development Domain
National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
   C:B1.1 Apply decision-making skills to career planning, course selection and career transition
   C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
   C:B1.3 Demonstrate knowledge of the career-planning process
   C:B1.4 Know the various ways in which occupations can be classified
   C:B1.5 Use research and information resources to obtain career information
   C:B1.6 Learn how to use the Internet to access career-planning information

C:B2 Identify Career Goals
   C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
   C:B2.2 Assess and modify their educational plan to support career
   C:B2.4 Select course work that is related to career interests
   C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.
Competencies/Indicators:
C:C1 Acquire Knowledge to Achieve Career Goals
   C:C1.1 Understand the relationship between educational achievement and career success
   C:C1.2 Explain how work can help to achieve personal success and satisfaction
   C:C1.3 Identify personal preferences
3. Influences on Decision-Making

a. Students examine sources of information that influence their career and education decision-making.
   
   and interests influencing career choice and success
   C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
   C:C1.5 Describe the effect of work on lifestyle
   C:C1.7 Understand that work is an important and satisfying means of personal expression

   **Personal/Social Domain**
   National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.
   Competencies/Indicators:
   PS:B1 Self-Knowledge Application
   PS:B1.1 Use a decision-making and problem-solving model
   PS:B1.2 Understand consequences of decisions and choices
   PS:B1.6 Know how to apply conflict resolution skills
   PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
   PS:B1.8 Know when peer pressure is influencing a decision
   PS:B1.9 Identify long- and short-term goals

   **Academic Development Domain**
   National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
   Competencies/Indicators:
   A:A1 Improve Academic Self-concept
   A:A1.1 Articulate feelings of competence and confidence as learners
   A:A1.2 Display a positive interest in learning

   **Pathways**
   Computer App. I:
   Interest Inventories
   Bridges/Choices
   Work Values Inventory
   Exploring Career Pathways
   Exploring “Who Am I”
   Connections to School
   Connections to Self
   Career Chats
   Virtual Job Shadows
   Guest visitors/speakers (shared experiences)
### National Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.

**Competencies/Indicators:**
- A:B2 Plan to Achieve Goals
  - A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
  - A:B2.2 Use assessment results in educational planning
  - A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
  - A:B2.4 Apply knowledge of aptitudes and interests to goal setting
  - A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals
  - A:B2.6 Understand the relationship between classroom performance and success in school
  - A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

### National Standard C

Students will understand the relationship of academics to the world of work, and to life at home in the community.

**Competencies/Indicators:**
- A:C1 Relate School to Life Experience
  - A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
  - A:C1.2 Seek co-curricular and community experiences to enhance the school experience

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**Test Results NWEA**

**Progress Reports/Report Cards**

**Career Library – Resources**

**College Handbook**

**Career/Academic Goal sheets**

**“Personal Shield”**

**“Forced Choice” Activities**

(What is most important or influential)
<table>
<thead>
<tr>
<th>Competencies/Indicators</th>
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**Career Development Domain**

National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies/Indicators:
- C:A1 Develop Career Awareness
  - C:A1.1 Develop skills to locate, evaluate and interpret career information
  - C:A1.2 Learn about the variety of traditional and nontraditional occupations
  - C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
  - C:A1.5 Learn to make decisions
  - C:A1.6 Learn how to set goals
  - C:A1.7 Understand the importance of planning
  - C:A1.8 Pursue and develop competency in areas of interest
  - C:A1.10 Balance between work and leisure time

- C:A2 Develop Employment Readiness
  - C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
  - C:A2.2 Apply job readiness skills to seek employment opportunities
| C:A2.7 Develop a positive attitude toward work and learning |
| C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace |
| C:A2.9 Utilize time- and task-management skills |

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:
- C:B1 Acquire Career Information
  - C:B1.1 Apply decision-making skills to career planning, course selection and career transition
  - C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
  - C:B1.3 Demonstrate knowledge of the career-planning process
  - C:B1.4 Know the various ways in which occupations can be classified
  - C:B1.5 Use research and information resources to obtain career information
  - C:B1.6 Learn how to use the Internet to access career-planning information
- C:B2 Identify Career Goals
  - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
  - C:B2.2 Assess and modify their educational plan to support career
  - C:B2.4 Select course work that is related to career interests
  - C:B2.5 Maintain a career-planning portfolio

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Competencies/Indicators:
- C:C1 Acquire Knowledge to Achieve
Career Goals
C:C1.1 Understand the relationship between educational achievement and career success
C:C1.2 Explain how work can help to achieve personal success and satisfaction
C:C1.3 Identify personal preferences and interests influencing career choice and success
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
C:C2.3 Learn to work cooperatively with others as a team member

Personal/Social Domain
National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Competencies/Indicators:
PS:A1 Acquire Self-Knowledge
  PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
  PS:A1.2 Identify values, attitudes and beliefs
  PS:A1.3 Learn the goal-setting process
  PS:A1.4 Understand change is a part of growth
  PS:A1.5 Identify and express feelings
  PS:A1.6 Distinguish between appropriate and inappropriate behavior
4. Societal Needs and Changes that Influence Workplace Success

Students analyze and evaluate strategies for addressing diverse and changing societal and global economic needs that influence personal decision-making for workplace success.

**Academic Development Domain**

**National Standard A**: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies/Indicators:
- A:A1 Improve Academic Self-Concept
  - A:A1.1 Articulate feelings of competence and confidence as learners
  - A:A1.2 Display a positive interest in learning
  - A:A1.3 Take pride in work and achievement

**National Standard B**: Students will make decisions, set goals, and take necessary action to achieve goals.

Competencies/Indicators:
- B1 Self-Knowledge Application
  - B1.1 Use a decision-making and problem-solving model
  - B1.2 Understand consequences of decisions and choices
  - B1.3 Identify alternative solutions to a problem
  - B1.6 Know how to apply conflict resolution skills
  - B1.7 Demonstrate a respect and appreciation for individual and cultural differences
  - B1.8 Know when peer pressure is influencing a decision
  - B1.9 Identify long- and short-term goals

**Pathways- Computer App. I:**
- Interest/Values Inventories
- Connections to School
- Connections to Self
- Virtual Job Shadows
- Career chats
- Guest Visits/Speakers (Shared Experiences)

  “Personal Shield”
  “Forced Choice” Activity
A:A1.4 Accept mistakes as essential to the learning process
A:A1.5 Identify attitudes and behaviors which lead to successful learning

A:A3 Achieve School Success
A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3 Develop a broad range of interests and abilities
A:A3.4 Demonstrate dependability, productivity and initiative
A:A3.5 Share knowledge

National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options.
Competencies/Indicators:
A:B1 Improve Learning
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family, and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

Career Library:
Occupational Outlook Handbook
“Chronicle Guidance” Pamphlets
On-line Searches
Course Selection-Activities (Program of Studies)
Goal Sheets
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community.

Competencies/Indicators:
A:C1 Relate School to Life Experience
   A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.
   A:C1.2 Seek co-curricular and community experiences to enhance the school experience
   A:C1.3 Understand the relationship between learning and work
   A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
   A:C1.5 Understand that school success is the preparation to make the transition from student to community member
   A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development Domain
National Standard A: Students will acquire the skills to investigate the
world of work in relation to knowledge of self and to make informed career decisions.

Competencies/Indicators:
C:A1 Develop Career Awareness
  C:A1.1 Develop skills to locate, evaluate and interpret career information
  C:A1.2 Learn about the variety of traditional and nontraditional occupations
  C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
  C:A1.5 Learn to make decisions
  C:A1.6 Learn how to set goals
  C:A1.7 Understand the importance of planning
  C:A1.8 Pursue and develop competency in areas of interest

C:A2 Develop Employment Readiness
  C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
  C:A2.3 Demonstrate knowledge about the changing workplace
  C:A2.7 Develop a positive attitude toward work and learning
  C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
  C:A2.9 Utilize time- and task-management skills

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:
C:B1 Acquire Career Information
  C:B1.1 Apply decision-making skills to career planning, course selection and career transition
  C:B1.2 Identify personal skills, interests and abilities and relate them to
current career choice  
C:B1.3 Demonstrate knowledge of the career-planning process  
C:B1.4 Know the various ways in which occupations can be classified  
C:B1.5 Use research and information resources to obtain career information  
C:B1.6 Learn how to use the Internet to access career-planning information  

C:B2 Identify Career Goals  
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals  
C:B2.2 Assess and modify their educational plan to support career  
C:B2.4 Select course work that is related to career interests  
C:B2.5 Maintain a career-planning portfolio  

National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.  
Competencies/Indicators:  
C:C1 Acquire Knowledge to Achieve Career Goals  
C:C1.1 Understand the relationship between educational achievement and career success  
C:C1.2 Explain how work can help to achieve personal success and satisfaction  
C:C1.3 Identify personal preferences and interests influencing career choice and success  
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills  
C:C1.5 Describe the effect of work on lifestyle  
C:C1.7 Understand that work is an important and satisfying means of personal expression  

C:C2 Apply Skills to Achieve Career
Goals
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
C:C2.2 Learn how to use conflict management skills with peers and adults
C:C2.3 Learn to work cooperatively with others as a team member

Personal/Social Domain
National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
Competencies/Indicators:
PS:A1 Acquire Self-Knowledge
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
PS:A1.2 Identify values, attitudes and beliefs
PS:A1.3 Learn the goal-setting process
PS:A1.4 Understand change is a part of growth
PS:A1.5 Identify and express feelings
PS:A1.10 Identify personal strengths and assets
PS:A1.11 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills
PS:A2.1 Recognize that everyone has rights and responsibilities
PS:A2.2 Respect alternative points of view
PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity
PS:A2.4 Recognize, accept, and appreciate ethnic and cultural diversity
PS:A2.6 Use effective communication skills
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
National Standard B: Students will make decisions, set goals, and take necessary action to achieve goals. Competencies/Indicators:
PS:B1 Self-Knowledge Application
  PS:B1.1 Use a decision-making and problem-solving model
  PS:B1.2 Understand consequences of decisions and choices
  PS:B1.4 Develop effective coping skills for dealing with problems
  PS:B1.6 Know how to apply conflict resolution skills
  PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
  PS:B1.8 Know when peer pressure is influencing a decision
  PS:B1.9 Identify long- and short-term goals
  PS:B1.12 Develop an action plan to set and achieve realistic goals

National Standard C: Students will understand safety and survival skills; Competencies/Indicators:
PS:C1 Acquire Personal Safety Skills
  PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
  PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
  PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
  PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
  PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy
  PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
| PS:C1.9 | Learn how to cope with peer pressure |
| PS:C1.10 | Learn techniques for managing stress and conflict |
| PS:C1.11 | Learn coping skills for managing life events |