MSAD #54 Guidance Curriculum

Content Area: Career and Education Development
Unit: Self-Knowledge & Interpersonal Relationships

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.

<table>
<thead>
<tr>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
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</table>
| 1. Self-Knowledge and Self-Concept | **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 a positive attitude toward self as a unique and worthy person  
PS:A1.10 Identify personal strengths and assets | **Peace Making Skills for Little Kids**  
**Second Step** |
| 2. Beliefs and Behaviors That Lead to 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:A1.2 Display a positive interest in learning | **Peace Making Skills for Little Kids**  
**Second Step**  
**Teamwork (Game)**  
**Working It Out (Video)** |

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3. Interpersonal Skills

A. Students identify social skills that influence interpersonal relationships in positive ways.
   a. Getting along with others
   b. Respecting differences
   c. Working as a member of a team
   d. Managing conflict
   e. Accepting/giving/using constructive feedback
   f. Accepting responsibility for personal behavior
   g. Demonstrating ethical behavior
   h. Following established rules/etiquette for observing/listening
   i. Demonstrating safe behavior

Competencies/Indicators:
PS:A1 Acquire Self-Knowledge
PS:A1.3 Learn the goal-setting process
PS:A1.8 Understand the need for self control and how to practice it
PS:A1.9 Demonstrate cooperative behavior in groups

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**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:A1.4 Accept mistakes as essential to the learning process

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 cooperatively with others

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**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:A1.5 Identify and express feelings

PS:A2 Acquire Interpersonal Skills
   PS:A2.1 Recognize that everyone has rights and responsibilities
   PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior
   PS:A2.8 Learn about how to make and keep friends

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**Peace Making Skills for Little Kids**

Second Step

Circle of Friends (Game)

Social Skills Picture Book

Same and Different (Video)

Working It Out (Video)

Hands Are Not For Hitting – What To Do (video)
4. Career and Life Roles

A. Students identify and discuss career roles.

<table>
<thead>
<tr>
<th>National Standard C: Students will understand safety and survival skills</th>
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<tbody>
<tr>
<td>PS:C1 Acquire Personal Safety Skills</td>
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<tr>
<td>PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</td>
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</tbody>
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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:A1.2 Learn about the variety of traditional and nontraditional occupations

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**Peace Making Skills for Little Kids**

Community Helpers:
- Police
- Fireman
- EMT
- Forest Ranger
MSAD #54 Guidance Curriculum

Content Area: Career and Education Development
Unit: Exploring Education and Career and Life Roles
Grade: Grade 1
MLR Span: PK-2

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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| 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:A1.1 Articulate feelings of competence and confidence as a learner
   A:A1.5 Identify attitudes and behaviors which lead to successful learning | Peace Making Skills for Little Kids
Working It Out (video) |

2. Skills for Individual/Personal Success in the 21st Century
   B. Students identify literacy and numeracy as skills that lead to improvement and success in the classroom.

   **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:B1 Improve Learning
   A:B1.1 Demonstrate the motivation to achieve individual potential

   Peace Making Skills for Little Kids
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<tr>
<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:B1 Improve Learning A:B1.3 Apply the study skills necessary for academic success</td>
<td>Working It Out (video)</td>
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3. Education and Career Information

B. Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.
MSAD #54 Guidance Curriculum

Content Area: Career and Education Development
Unit: Learning to Make Decisions
Grade: Grade 1
MLR Span: PK-2

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.

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| 1. The Planning Process     | **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:A1.5 Learn to make decisions  
C:A1.6 Learn how to set goals |  
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| 2. Decision-Making          | **Personal/Social 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:B1.2 Understand consequences of making decisions and choices |  
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| 3. Influences on Decision-Making | **Personal/Social 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:B1.5 Demonstrate when, where, and how to seek help for |  
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<th>4. Societal Needs and Changes that Influence Workplace Success</th>
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