MSAD #54 Guidance Curriculum

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

Grade: Grade 4
MLR Span: 3-5

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>
</tr>
</thead>
</table>
| 1. Self-Knowledge and Self-Concept | **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:A3 Achieve School Success
A:A3.3 Develop a broad range of interests and abilities

**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:B1.7 Become a self-directed and independent learner | **The Second Step Program**
**Rising Star Program**
**The Hundred Dresses**
**Joshua T. Bates Takes Charge** |
| 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 | **The Second Step Program**
**Rising Star Program** |
3. Interpersonal Skills

A. Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.

   a. Getting along with others
   b. Respecting diversity
   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
   j. Dealing with peer pressure

A:A1.5 Identify attitudes and behaviors which lead to successful learning

A:A2 Acquire Skills for Improving Learning
A:A2.2 Demonstrate how effort and persistence positively affect learning

**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:A2.3 Use communication skills to know when and how to ask for help when needed

**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:A2 Acquire Interpersonal Skills
PS:A2.2 Respect alternative points of view

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

Competencies/Indicators:
PS:B1 Self-Knowledge Application
PS:B1.4 Develop effective coping skills for dealing with problems

National Standard C: Students will understand safety and survival skills.

Competencies/Indicators:
PS:C1 Acquire Personal Safety Skills
PS:C1.10 Learn techniques for

---

The Second Step Program
Rising Star Program
The Hundred Dresses
Joshua T. Bates Takes Charge
Personal Body Safety
Sunburst Resources
Lunch Bunch
<table>
<thead>
<tr>
<th>4. Career and Life Roles</th>
<th></th>
<th>The Second Step Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students identify and explain the influences that career and life roles have on each other and on success in school or community.</td>
<td>Career Development Domain 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:C1.3 Identify personal preferences and interests which influence career choice and success</td>
<td>The Real Game</td>
</tr>
</tbody>
</table>

managing stress and conflict
### MSAD #54 Guidance Curriculum

**Content Area:** Career and Education Development  
**Unit:** Exploring Education and Career and Life Roles

**Grade:** Grade 4  
**MLR Span:** 3-5

**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.

<table>
<thead>
<tr>
<th>MLR Performance Indicators</th>
<th>MSAD #54 Objectives</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
</table>
| 1. Relationships Among Learning, Work, the Community, and the Global Economy | **Academic Development Domain**  
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:C1.3 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 | The Second Step Program  
The Real Game |
| 2. Skills for Individual/Personal Success in the 21st Century | **Academic Development Domain**  
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:C1.5 Understand that school success is the preparation to make the transition from student to community member | The Second Step Program |

a. Literacy Skills  
b. Numeracy  
c. Critical thinking skills  
d. Information and
### 3. Education and Career Information

**B. Students identify and locate different types of career and educational information resources and use them to explore school and career choices.**

<table>
<thead>
<tr>
<th>Career Development Domain</th>
<th>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:A1.6 Learn how to set goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Second Step Program</td>
<td>Career Day</td>
</tr>
<tr>
<td></td>
<td>Tour of Vocational Center</td>
</tr>
</tbody>
</table>
**MSAD #54 Guidance Curriculum**

Content Area: Career and Education Development  
Unit: Learning to Make Decisions  
Grade: Grade 4  
MLR Span: 3-5

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</th>
<th>Instructional Resources/Activities</th>
</tr>
</thead>
</table>
| 1. The Planning Process     | **Academic Development Domain**  
**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:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life  

**Career Development Domain**  
**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 | **The Second Step Program** |
2. Decision-Making

C. Students identify behaviors and decisions that reflect positive and negative consequences in school.

3. Influences on Decision-Making

C. Students identify behaviors that influence decision-making in various settings.

4. Societal Needs and Changes that Influence Workplace Success

No performance indicator.

<table>
<thead>
<tr>
<th>Academic Development Domain</th>
<th>Personal/Social Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Standard B</strong>: 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><strong>National Standard B</strong>: 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:B1.3 Identify alternative solutions to a problem PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions</td>
</tr>
</tbody>
</table>

---

The Second Step Program

The Hundred Dresses

Joshua T. Bates Takes Charge

---

The Second Step Program

The Hundred Dresses

Joshua T. Bates Takes Charge

---

The Second Step Program