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.

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<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 | **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 | Skits which demonstrate Habits of Mind and 7 Habits of Effective People by Steven Lovey  
**Self Esteem: A Classroom Affair** by Borba (Winston Press) |
| A. Students identify and demonstrate interests, skills, habits of mind and experiences that build and maintain a positive self-concept. | 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 | |
| 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- | Games -Behavioral Decisions (St.Regis)  
**Classroom Guidance** by Joe Witmer (Ed. Media) |
| A. Students make choices about and demonstrate behaviors that lead to success in schoolwork. | | |
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

Concept
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

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:C2.2 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:A2 Acquire Interpersonal Skills
PS:A2.2 Respect alternative points of view

Games - Social Skills Game (Cognitive Therapies)
Anger Control Game (Cognitive Therapies)

2nd Step committee for children

Bully Proofing Your School Sopris West
Conflict Resolution Workshop Sunburst Video
Presentations on Personal Body Safety and Abuse Prevention
4. Career and Life Roles

A. Students identify and explain the influences that career and life roles have on each other and on success in school or community.

**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 managing stress and conflict

**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

**Lessons For Life Z. Van Zandt**

*Career Development for Elementary Grades* (Ed. Media)

Career Explorer workbook (Rich Trow Productions)
MSAD #54 Guidance Curriculum

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

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 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 |  |
| 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 |  |

Games:  
*Ready, Set Goal* (Child’s Work, Child’s Play)  
*Look Before You Leap* (Child’s Work, Child’s Play)
<table>
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<th>Communication technology (ICT) literacy</th>
<th>Career Development Domain</th>
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<tbody>
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<td>e. Interpersonal skills</td>
<td>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.</td>
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<tr>
<td>f. Other academic skills and knowledge</td>
<td>Competencies/Indicators:</td>
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<td></td>
<td>C:A1 Develop Career Awareness</td>
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<td>C:A1.6 Learn how to set goals</td>
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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.

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<td>National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</td>
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<td>Competencies/Indicators:</td>
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<tr>
<td>C:B1 Acquire Career Information</td>
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<tr>
<td>C:B1.2 Identify personal skills, interests and abilities to relate them to current career choice</td>
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<td>C:B1.3 Demonstrate knowledge of the career planning process</td>
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<td>C:B1.5 Use research and information resources to obtain career information</td>
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<tr>
<td>C:B2 Identify Career Goals</td>
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<td>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.</td>
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Career Explorer Booklet (Rich Trow Productions)

Career awareness websites

Research secondary options
MSAD #54 Guidance Curriculum

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

Grade: Grade 5
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.

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</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 |   |
|                           | Activities: Stress Strategies (Stress Education) |   |
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.

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**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:B1.3 Apply the study skills necessary for academic success

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**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:B1.1 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