### 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 PK-2</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:A1.4 Understand that change is a part of growth | Health curriculum: gray body shop  
Lesson 1 growing up physically  
School Nurse puberty lessons | |
| **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:A1.3 take pride in work and achievement  
A:A1.5: analyze attitudes and behaviors that lead to successful learning  
A:A2 Acquire Skills for Improving Learning  
A:A3 Achieve School Success | Curricula: *Stick up for Yourself*  
By Kaufman and Raphel  
Publisher: Free Spirit (self esteem and assertiveness)  
Quest (covers critical thinking, peer relationship, emotions and self confidence)  
*Self Esteem, A classroom Affair* by Michelle Borba (Harper Collins)  
Games for small groups: Solution City (Creative Therapy Store), Positive Thinking (Childwork/Childplay)  
Look Before You Leap |
### 3. Interpersonal Skills

A. Students demonstrate behaviors that reflect positive interpersonal skills and analyze how positive interpersonal skills 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

#### 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:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights, and privacy needs
- PS:A1.8 Understand the need for self control and how to practice it
- PS:A1.11 Identify and discuss changing personal and social roles

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

Competencies/Indicators:
- PS:C1 Acquire Personal Safety Skills
- PS:C1.7 Apply effective problem solving and decision making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical changes of substance use and

### 4. Career and Life Roles

A. Students develop and demonstrate positive strategies that aid in accomplishing tasks.

#### 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 classroom presentations of preventing violence, sexual harassment and internet safety

Offered through: Rape Crisis Prevention, Family Violence Project,
- Harassment Hurts – Sunburst Video
- But Names Will Never Hurt Me – Video

Programs such as D.A.R.E. or health curricula life skills
(Princeton Health Press)
- Let’s Get Real - DVD addressing name calling, bullying and harassment
- Speak up and Get Along by Scott Cooper (Free Spirit Press)
- Acting Assertively by Lisa Hess (Marco Publishing)
- Talk It Out Conflict Resolution in the elementary classroom by Barbara Porro (Association for Supervision and Curriculum Development)
- Games such Look Before you Leap, Behavioral Decision (Saint Religious Projects)
- Books: Friendship Rules by Peggy Moss, Just Kidding by Trudy Ludwig
- DVD: When girls hurt Girls, the Deepest Hurt by Cheryl Dellashega (Club Ophelai)
- Games for small groups: Too Much Too Little Just Right (creative therapy store)
- Health Curricula: The great Body shop Vol 6 lesson 3: Addictions and Lesson 4 relationship

- Lessons and book: Habits of Mind by Sean Covey
- Presentations from Skowhegan Savings Bank: Promise for the Future College Scholarship Essay
creating balance among their career and life roles, and reducing stress.

- Time management
- Goal-setting
- Resource management

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<th>Competencies/Indicators:</th>
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<tr>
<td>A:A2 Acquire Skills for Improving Learning</td>
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<tr>
<td>A:A2.2 Demonstrate how effort and persistence positively affect learning</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 and in the community.

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<tr>
<td>A:C1 Relate School to Life Experience</td>
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<tr>
<td>A:C1.1 Show the ability to balance school, studies, extra-curricular activities, leisure time, and family health</td>
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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.

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<tr>
<td>C:A1 Develop Career Awareness</td>
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<tr>
<td>C:A1.1 Develop skills to locate, evaluate and interpret career information</td>
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<tr>
<td>C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations</td>
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**Personal/Social Domain**

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

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<td>PS:B1 Self-Knowledge Application</td>
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<tr>
<td>PS: B1.9 Identify long and short term goals</td>
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| Early College Planner Career Explorer booklet (Publisher Rick Trow Productions) |
MSAD #54 Guidance Curriculum

Content Area: Career and Education Development  
Unit: Exploring Education and Career and Life Roles  
Grade: Grade 6  
MLR Span: 6-8

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 | *Lessons for Life*  
Z. Van Zandt  
Career Development for the Elementary grades by McLaughlin & Peyser (Education Media Corp)  
Relating academic areas of world of work  
Lessons on college, post secondary awareness  
Video: What would I be good at?  
Begin career portfolio with career explore booklet |
| B. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world. | **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:A1.3 Develop an awareness of personal abilities, skills interests and motivations  
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 |
2. Skills for Individual/Personal Success in the 21st Century

B. Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, 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

3. Education and Career Information

B. Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices

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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 post secondary options, including college

Competencies/Indicators:

A:B1 Improve Learning
A:B1.5 Organize and apply academic information from a variety of sources

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Study skills group

Lessons on Conflict Management, Assertiveness, and Bullying Prevention

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

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:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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Presentations on College Scholarship Essay (Skowhegan Savings Bank Aspirations)
# MSAD #54 Guidance Curriculum

Content Area: Career and Education Development  
Unit: Learning to Make Decisions  
MLR Span: 6-8

**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 | **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 Experiences  
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 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.  
**Personal Social Domain:**  
National Standard B: Students will make decisions, set goals and take | Internet research on careers and postsecondary education  
Promise for the future essay  
Lessons on college awareness and career research |
| 2. Decision-Making | | Lessons in peer pressure  
Conflict resolution and bullying |

a. Self-knowledge  
b. Looking for and creating personal career options  
c. Decision-making skills
different models for decision-making including the rational, intuitive, and consultative models for setting short-term and long-term goals in career and education.

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<tr>
<td><strong>3. Influences on Decision-Making</strong></td>
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<tr>
<td>C. Students identify behaviors that influence career and education decision-making.</td>
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<td><strong>4. Societal Needs and Changes that Influence Workplace Success</strong></td>
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<td>C. Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making</td>
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Continuing work in Effective Communication, Problem-Solving, and Conflict Resolution Lessons on Peer Pressure Games such as Solution City

Research occupational outlook handbook Lessons in non-traditional occupations.