**MSAD #54 Guidance Curriculum**

Content Area: Career and Education Development  
Unit: Self-Knowledge & Interpersonal Relationships  
Grade: Grade 8  
MLR Span: 6-8

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><strong>MLR Performance Indicators 6-8</strong></th>
<th><strong>MSAD #54 Objectives</strong></th>
<th><strong>Instructional Resources/Activities</strong></th>
</tr>
</thead>
</table>
| 1. Self-Knowledge and Self-Concept  
a. Students explain how interests, skills, habits of mind, and experiences support and maintain a positive 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:A1.11 Identify and discuss changing personal and social roles  
PS:A2 Acquire Interpersonal Skills  
PS:A2.2 Respect alternative points of view  
PS:A2.3 Recognize, accept, respect, and appreciate individual differences | Civil Rights Team Activities  
Student Council Activities  
Individual & Small group Counseling  
Self Reflective Writing  
Community Service Projects  
Project Based Assignments  
Conferences |
| **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 Readiness  
C:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills  
C:A2.9 Utilize time – and task management skills |
2. Beliefs and Behaviors That Lead to Success
   a. Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.

   **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:A2.1 Recognize that everyone has rights and responsibilities
     - PS:A2.2 Respect alternative points of view
     - PS:A2.6 Use effective communication skills
   
   **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 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 managing life events

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.

   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

   **Academic Development Domain**
   **National Standard C:** Students will understand the relationship of academics to world of work and to life at home and in community.
   Competencies/Indicators:
   - A:C1. Relate School to Life Experience
     - A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time an family life
     - A:C1.2 Seek co-curricular and community experiences to enhance the school experience

   **Civil Rights Team Activities**
   Project Based Assignments
   Small group and individual counseling
   College Planning Unit
   HS Registration Unit

   **Community Service Projects**
   Consistent School Rules
   Civil Rights Team Activities
   Student Council Projects
   Team Projects
   Individual & Small Group Counseling
   Use conflict resolution skills
   Group project work
**Personal Social Domain**

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

Competencies/Indicators:
- PS:C1 Acquire Safety skills
- PS:C1.9 Learn how to cope with peer pressure

**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:A2.1 Apply time-management and task-management skills

**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:A1.8 Pursue and develop competency in areas of interest

### 4. Career and Life Roles

**a.** Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.

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

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**Project Based Assignments**

- Time lines for projects to develop time management skills
- Individual & group counseling
- Stress reduction strategies
- Vocational summer school
- College Planning Unit
- Self-reflective writing about career goals
- Classroom units to address high school graduation requirements and progression to college admissions
National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
C.B1.5 Use research and information resources to obtain career information
C:B2 Identify Career Goals
C:B2.2 Assess and modify their educational plan to support career
**MSAD #54 Guidance Curriculum**

Content Area: Career and Education Development  
Unit: Exploring Education and Career and Life Roles  
Grade: Grade 8  
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.

<table>
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<tr>
<th><strong>MLR Performance Indicators 6-8</strong></th>
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</table>
| 1. Relationships Among Learning, Work, the Community, and the Global Economy | **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:B1.1 Demonstrate the motivation to achieve individual potential  
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:B2 Plan to Achieve Goals  
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:C.1 Relate School to Life Experiences  
A:C1.2 Seek co-curricular and | Classroom units to address: high school graduation requirements & progression to college admissions  
College Planning Guides  
Individual meetings with students/parents  
Guest Speakers  
Vocational Summer School  
Community Service Projects |
### Skills for Individual/Personal Success in the 21st Century

#### a. 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.

<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:</th>
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</thead>
<tbody>
<tr>
<td>C:A1 Develop Career Awareness</td>
<td>C:A1.5 Learn to make decisions</td>
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<tr>
<th>Career Development Domain</th>
<th>National Standard C: Students will understand the relationship between personal qualities, education, training and the world of work. Competencies/Indicators:</th>
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<tbody>
<tr>
<td>C:C1 Acquire Knowledge to Achieve Career Goals</td>
<td>C:C1.3 Identify personal preferences and interests influencing career choice and success.</td>
</tr>
</tbody>
</table>

### Community experiences to enhance the school experience

- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understanding that school success is the preparation to make the transition from student to community member

### 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 Readiness
- C:A2.8 Pursue and develop competency in area of interest
- C:A2.9 Develop hobbies and vocational interests

#### 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 influencing career choice and success.

Parent/student/school personnel communication via technology – i.e., email
High school graduation requirements & progression to college acceptance
College planning unit
Individual meetings with students/parent
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

a. 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.

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 Develop skills to locate, evaluate and interpret career information  
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

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:B2 Plan to Achieve Goals  
A:B2.6 Understand the relationship between classroom performance and success in school

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  
C:A1.7 Understand the importance of planning  
C:A2 Develop Employment Readiness  
C:A2.3 Demonstrate knowledge about the changing workplace

Vocational Summer School  
High School graduation requirements & progression to college acceptance  
Individual parent/student meetings  
College planning classroom unit
<table>
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<tr>
<th>Competencies/Indicators:</th>
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<tbody>
<tr>
<td>C:B1 Acquire Career information</td>
<td>C:B1.3 Demonstrate knowledge of the career planning process</td>
</tr>
<tr>
<td>C:B2 Identify Career Goals</td>
<td>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</td>
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<tr>
<td></td>
<td>C:B2.5 Maintain a career-planning portfolio</td>
</tr>
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**National Standard C:** Students will understand the relationship between personal qualities, education, training and the world of work.

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<th>Competencies/Indicators:</th>
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<tr>
<td>C:C1 Acquire Knowledge to Achieve Career Goals</td>
<td>C:C1.1 Understand the relationship between educational achievement and career success</td>
</tr>
<tr>
<td></td>
<td>C:C1.2 Explain how work can help to achieve personal success and satisfaction</td>
</tr>
<tr>
<td>C:C2 Apply Skills to Achieve Career Goals</td>
<td>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</td>
</tr>
</tbody>
</table>
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.

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</table>
| 1. The Planning Process        | 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:B2 Plan to Achieve Goals  
   A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school  
   A:B2.6 Understand the relationship between classroom performance and success in school | Project Based Assignments  
   Guest speakers  
   High school planning & progression to college acceptance  
   Individual parent/student meetings  
   College planning unit |
| a. Students explain how the parts of the planning process assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.  
   a. Self-knowledge  
   b. Looking for and creating personal career options  
   c. Decision-making skills | |
| 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:B1.1 Use a decision making and problem solving model  
   PS:B1.6 Know how to apply conflict resolution skills | College Planning Unit |
| a. Students compare and apply   | Career Development Domain  
   National Standard A: Students will acquire the skills to investigate the | |
|                                | High School planning & progression to college acceptance | |
|                                | College Planning Unit | |
different models for decision-making including the rational, intuitive, and consultative models for setting short-term and long-term goals in career and education.

<table>
<thead>
<tr>
<th>3. Influences on Decision-Making</th>
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</thead>
<tbody>
<tr>
<td>a. Students identify behaviors that influence career and education decision-making.</td>
</tr>
</tbody>
</table>

| world of work in relation to knowledge of self and to make informed career decisions. |
| Competencies/Indicators: |
| C:A1 Develop Career Awareness |
| C:A2.7 Develop a positive attitude toward work and learning |

**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:B2 Identify Career Goals |
| C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals |

**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:B1.2 Understand consequences of decisions and choices |
| PS:B1.9 Identify long and short term goals |
| PS:B1.10 Identify alternative ways of achieving goals |

| 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 |
4. Societal Needs and Changes that Influence Workplace Success

Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.

<table>
<thead>
<tr>
<th>Competencies/Indicators</th>
<th>C:B1.5 Use research and information resources to obtain career information</th>
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<tbody>
<tr>
<td></td>
<td>C:B1.6 Learn to use the Internet to access career planning information</td>
</tr>
<tr>
<td></td>
<td>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</td>
</tr>
</tbody>
</table>

**Career Development**

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

**Competencies/Indicators:**

<table>
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<tr>
<th>C:C1 Acquire Knowledge to Achieve Career Goals</th>
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<tbody>
<tr>
<td>C:C1.2 Explain how work can help to achieve personal success and satisfaction</td>
</tr>
<tr>
<td>C:C1.4 Understand that changing workplace requires lifelong learning and acquiring new skills</td>
</tr>
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<tr>
<th>C:C2 Apply skills to achieve career goals.</th>
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<tbody>
<tr>
<td>C:C2.3 Learn to work cooperatively with others as a team members</td>
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High School planning & progression to college acceptance
College Planning Unit
Individual & group counseling
Guest speakers including college representative & local business individuals
Community Projects
Career opportunities with technology