### MSAD #54 Guidance Curriculum

Content Area: Career and Education Development  
Unit: Self-Knowledge & Interpersonal Relationships  
Grade: Grade K  
MLR Span: PK-2

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** |

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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:A1.2 Identify values, attitudes and beliefs
  - PS:A1.8 Understand the need for self-control and how to practice it

**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 Develop Career Awareness
  - A:A1.4 Accept mistakes as essential to the learning process
  - A:A1.5 Identify attitudes and behaviors which lead to successful learning
- 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 the ability to work cooperatively with other students

**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:A2.8 Learn how to make & keep friends

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

- PS:C1 Acquire Personal Safety Skills
  - PS:C1.3. Learn about the differences between appropriate and
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<tr>
<th>4. Career and Life Roles</th>
<th>Career Development Domain</th>
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<tbody>
<tr>
<td>A. Students identify and discuss career roles.</td>
<td><strong>National Standard A</strong>: 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></td>
<td><strong>Competencies/Indicators:</strong></td>
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<tr>
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<td>C:A1 Develop Career Awareness</td>
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<td>C:A1.2 Learn about the variety of traditional and nontraditional occupations</td>
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**Peace Making Skills for Little Kids**

- Community Helper Presentations: Police, Forest Ranger, Fire, EMT
- Field Trip: Farming-Apple Orchard
- Field Trip: Food Industry-Hannaford
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 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**  
Second Step Program |
| B. Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships. | 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. |  |
### 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.**

| **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 Plan to Achieve Goals  
A:B1.3 Apply the study skills necessary for academic success at each level | **Peace Making Skills for Little Kids**  
**Second Step Program** |
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### MSAD #54 Guidance Curriculum

Content Area: Career and Education Development  
Unit: Learning to Make Decisions  
Grade: Grade K  
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  | Peace Making Skills for Little Kids  
Second Step Program |
| 2. Decision-Making         | **Personal/Social 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:  
PS:B1 Self-Knowledge Application  
PS:B1.2 Understand consequences of making decisions and choices  | Peace Making Skills for Little Kids  
Second Step Program |
| 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:  | Peace Making Skills for Little Kids  
Second Step Program |
4. Societal Needs and Changes that Influence Workplace Success

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<th>PS: B1 Self-Knowledge Application</th>
<th>PS: B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions</th>
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