

MSAD #54 Guidance Curriculum

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

Grade: Grade 6
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.

MLR Performance Indicators PK-2	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Self-Knowledge and Self-Concept</p> <p>A. Students explain how interests, skills, habits of mind, and experiences support and maintain a positive self-concept.</p>	<p><u>Personal/Social Domain</u> 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</p>	<p>Health curriculum: gray body shop Lesson 1 growing up physically School Nurse puberty lessons</p>
<p>2. Beliefs and Behaviors That Lead to Success</p> <p>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.</p>	<p><u>Academic Development Domain</u> 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</p>	<p>Curricula: <i>Stick up for Yourself</i> By Kaufman and Raphel Publisher: Free Spirit (self esteem and assertiveness) Quest (covers critical thinking, peer relationship, emotions and self confidence) <i>Self Esteem, A classroom Affair</i> by Michelle Borba (Harper Collins) Games for small groups: Solution City (Creative Therapy Store), Positive Thinking (Childsworld/Childplay) Look Before You Leap</p>

<p>3. Interpersonal Skills</p> <p>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.</p> <p>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</p>	<p><u>Personal/Social Domain</u></p> <p><u>National Standard A:</u> Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> <p>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</p> <p><u>National Standard C:</u> Students will understand safety and survival skills</p> <p>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</p>	<p>Classroom presentations of preventing violence, sexual harassment and internet safety Offered through: Rape Crisis Prevention, Family Violence Project, <i>Harassment Hurts</i> – Sunburst Video <i>But Names Will Never Hurt Me</i> – Video Programs such as D.A.R.E. or health curricula life skills (Princeton Health Press) <i>Let's Get Real</i> - 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 Dellasega (Club Ophelai) Games for small groups: Too Much Too Little Just Right (creative therapy store)</p> <p>Health Curricula: The great Body shop Vol 6 lesson 3: Addictions and Lesson 4 relationship</p>
<p>4. Career and Life Roles</p> <p>A. Students develop and demonstrate positive strategies that aid in accomplishing tasks,</p>	<p><u>Academic Development Domain</u></p> <p><u>National Standard A:</u> Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life</p>	<p>Lessons and book: <i>Habits of Mind</i> by Sean Covey Presentations from Skowhegan Savings Bank: Promise for the Future College Scholarship Essay</p>

<p>creating balance among their career and life roles, and reducing stress.</p> <ul style="list-style-type: none"> a. Time management b. Goal-setting c. Resource management 	<p>span.</p> <p>Competencies/Indicators: A:A2 Acquire Skills for Improving Learning A:A2.2 Demonstrate how effort and persistence positively affect learning</p> <p><u>National Standard C</u>: Students will understand the relationship of academics to the world of work, and to life at home and in the community.</p> <p>Competencies/Indicators: A:C1 Relate School to Life Experience A:C1.1 show the ability to balance school, studies, extra-curricular activities, leisure time, and family health</p> <p><u>Career Development Domain</u></p> <p><u>National Standard A</u>: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>Competencies/Indicators: C:A1 Develop Career Awareness C:A1.1 Develop skills to locate, evaluate and interpret career information C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations</p> <p><u>Personal/Social Domain</u></p> <p><u>National Standard B</u>: Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p>Competencies/Indicators: PS:B1 Self-Knowledge Application PS: B1.9 Identify long and short term goals</p>	<p>Early College Planner Career Explorer booklet (Publisher Rick Trow Productions)</p>
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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.

MLR Performance Indicators PK-2	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>B. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.</p>	<p><u>Academic Development Domain</u> <u>National Standard C:</u> 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</p> <p><u>Career Development Domain</u> <u>National Standard A:</u> 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</p> <p><u>National Standard C:</u> 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</p>	<p><i>Lessons for Life</i> 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</p>

<p>2.Skills for Individual/Personal Success in the 21st Century</p> <p>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.</p> <p>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</p>	<p>C:C1.1 Understand the relationship between educational achievement and career success</p> <hr/> <p>Academic Development Domain <u>National Standard B:</u> Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary option, including college Competencies/Indicators: A:B1 Improve Learning A:B1.5 Organize and apply academic information from a variety of sources</p>	<hr/> <p>Study skills group Lessons on Conflict Management, Assertiveness, and Bullying Prevention</p>
<p>3.Education and Career Information</p> <p>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</p>	<hr/> <p>Academic Development Domain <u>National Standard A:</u> 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</p> <p><u>National Standard B:</u> 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</p>	<hr/> <p>Presentations on College Scholarship Essay (Skowhegan Savings Bank Aspirations)</p>

MSAD #54 Guidance Curriculum

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

Grade: Grade 6
 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.

MLR Performance Indicators PK-2	MSAD #54 Objectives	Instructional Resources/Activities
<p>1.The Planning Process</p> <p>C.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.</p> <p>a. Self-knowledge b. Looking for and creating personal career options c. Decision-making skills</p>	<p><u>Academic Development Domain:</u> 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.</p> <p><u>Career Development Domain</u> 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.</p>	<p>Internet research on careers and postsecondary education</p> <p>Promise for the future essay</p> <p>Lessons on college awareness and career research</p>
<p>2.Decision-Making</p> <p>C.Students compare and apply</p>	<p><u>Personal Social Domain:</u> National Standard B: Students will make decisions, set goals and take</p>	<p>Lessons in peer pressure Conflict resolution and bullying</p>

<p>different models for decision-making including the rational, intuitive, and consultative models for setting short-term and long-term goals in career and education.</p>	<p>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</p>	
<p>3.Influences on Decision-Making</p> <p>C.Students identify behaviors that influence career and education decision-making.</p>	<p><u>Career Development Domain:</u> <u>National Standard B:</u> 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:A2.3 Demonstrate knowledge about the changing workplace</p>	<p>Continuing work in Effective Communication, Problem-Solving, and Conflict Resolution Lessons on Peer Pressure Games such as Solution City</p>
<p>4.Societal Needs and Changes that Influence Workplace Success</p> <p>C.Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making</p>	<p><u>Career Development Domain:</u> <u>National Standard A:</u> 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:A2.3 Demonstrate knowledge about the changing workplace</p>	<p>Research occupational outlook handbook Lessons in non-traditional occupations.</p>