

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.

MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Self-Knowledge and Self-Concept 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> <u>National Standard A:</u> 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</p> <p>PS:A2 Acquire Interpersonal Skills PS:A2.2 Respect alternative points of view PS:A2.3 Recognize, accept, respect, and appreciate individual differences</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:A2.1 Acquire employability skills such as working on a team, problem solving and organizational skills C:A2.9 Utilize time – and task management skills</p>	<p>Civil Rights Team Activities Student Council Activities Individual & Small group Counseling Self Reflective Writing Community Service Projects Project Based Assignments Conferences</p>

<p>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.</p>	<p><u>Personal/Social Domain</u> <u>National Standard A</u>: 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</p> <p><u>National Standard C</u>: 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</p>	<p>Civil Rights Team Activities Project Based Assignments Small group and individual counseling College Planning Unit HS Registration Unit</p>
<p>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.</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</p>	<p><u>Academic Development Domain</u> <u>National Standard C</u>: 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 and family life A:C1.2 Seek co-curricular and community experiences to enhance the school experience</p>	<p>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</p>

<p>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> <u>National Standard C:</u> Students will understand safety and survival skills. Competencies/Indicators: PS:C1 Acquire Safety skills PS:C1.9 Learn how to cope with peer pressure</p>	
<p>4.Career and Life Roles</p> <p>a.Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.</p> <p>a. Time management b. Goal-setting c. Resource management</p>	<p><u>Academic Development Domain</u> <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:A2.1 Apply time-management and task- management skills</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. Competencies/Indicators: A:C1 Relate School to Life Experiences A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life</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:A1.8 Pursue and develop competency in areas of interest</p>	<p>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</p>

	<p><u>National Standard B</u>: Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>Competencies/Indicators:</p> <p>C:B1 Acquire Career Information</p> <p> C.B1.5 Use research and information resources to obtain career information</p> <p>C:B2 Identify Career Goals</p> <p> C:B2.2 Assess and modify their educational plan to support career</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 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.

MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>a. 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 B:</u> 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 <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:C.1 Relate School to Life Experiences A:C1.2 Seek co-curricular and</p>	<p>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</p>

	<p>community experiences to enhance the school experience</p> <p>A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals</p> <p>A:C1.5 Understanding that school success is the preparation to make the transition from student to community member</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. 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</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 C:C1.3 Identify personal preferences and interests influencing career choice and success.</p>	
<p>2.Skills for Individual/Personal Success in the 21st Century</p> <p>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.</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. Competencies/Indicators: C:A1 Develop Career Awareness C:A1.5 Learn to make decisions</p>	<p>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</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><u>National Standard B</u>: 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</p>	
<p>3. Education and Career Information</p> <p>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.</p>	<p><u>Academic Development Domain:</u> <u>National Standard B</u>: 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</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 C:A1.7 Understand the importance of planning</p> <p>C:A2 Develop Employment Readiness C:A2.3 Demonstrate knowledge about the changing workplace</p> <p><u>National Standard B</u>: Students will employ strategies to achieve future</p>	<p>Vocational Summer School High School graduation requirements & progression to college acceptance Individual parent/student meetings College planning classroom unit</p>

	<p>career goals with success and satisfaction.</p> <p>Competencies/Indicators:</p> <p>C:B1 Acquire Career information</p> <p>C:B1.3 Demonstrate knowledge of the career planning process</p> <p>C:B2 Identify Career Goals</p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p>C:B2.5 Maintain a career-planning portfolio</p> <p><u>National Standard C:</u> Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>Competencies/Indicators:</p> <p>C:C1 Acquire Knowledge to Achieve Career Goals</p> <p>C:C1.1 Understand the relationship between educational achievement and career success</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C2 Apply Skills to Achieve Career Goals</p> <p>C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals</p>	
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MSAD #54 Guidance Curriculum

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

Grade: Grade 8
 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 6-8	MSAD #54 Objectives	Instructional Resources/Activities
<p>1.The Planning Process</p> <p>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.</p> <p>a. Self-knowledge</p> <p>b. Looking for and creating personal career options</p> <p>c. Decision-making skills</p>	<p><u>Academic Development Domain</u> <u>National Standard B:</u> 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</p> <p><u>Personal Social Domain</u> <u>National Standard B:</u> 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</p>	<p>Project Based Assignments Guest speakers High school planning & progression to college acceptance Individual parent/student meetings College planning unit</p>
<p>2.Decision-Making</p> <p>a.Students compare and apply</p>	<p><u>Career Development Domain</u> <u>National Standard A:</u> Students will acquire the skills to investigate the</p>	<p>High School planning & progression to college acceptance College Planning Unit</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>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</p> <p><u>National Standard B:</u> 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</p> <p>C:B2 Identify Career Goals C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p> <p><u>Personal/Social Domain</u> <u>National Standard B:</u> 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</p>	
<p>3.Influences on Decision-Making</p> <p>a.Students identify behaviors that influence career and education decision-making.</p>	<p><u>Career Development Domain</u> <u>National Standard B:</u> Students will employ strategies to achieve future career goals with success and satisfaction. Competencies/Indicators: C:B1 Acquire Career Information</p>	

<p>4.Societal Needs and Changes that Influence Workplace Success</p> <p>Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.</p>	<p>C:B1.5 Use research and information resources to obtain career information</p> <p>C:B1.6 Learn to use the Internet to access career planning information</p> <p>C:B1.8 Understand how changing economic and societal needs influence employment trends and future training</p> <hr/> <p>Career Development</p> <p><u>National Standard C:</u> Students will understand the relationship between personal qualities, education, training and the world of work.</p> <p>Competencies/ Indicators:</p> <p>C:C1 Acquire Knowledge to Achieve Career Goals</p> <p>C:C1.2 Explain how work can help to achieve personal success and satisfaction</p> <p>C:C1.4 Understand that changing workplace requires lifelong learning and acquiring new skills</p> <p>C:C2 Apply skills to achieve career goals.</p> <p>C:C2.3 Learn to work cooperatively with others as a team members</p>	<hr/> <p>High School planning & progression to college acceptance</p> <p>College Planning Unit</p> <p>Individual & group counseling</p> <p>Guest speakers including college representative & local business individuals</p> <p>Community Projects</p> <p>Career opportunities with technology</p>
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