MSAD #54 Guidance Curriculum

Content Area: Career and Education Development Unit: Self-Knowledge & Interpersonal Relationships Grade: Grade 9 MLR Span: 9-Diploma

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	MSAD #54	Instructional
Indicators	Objectives (ASCA)	Resources/Activities
1.Self-Knowledge and Self-	Academic Development Domain	Pathways – Computer App I:
Concept	National Standard A: Students will	Exploring Career Pathways
	acquire the attitudes, knowledge, and	Exploring "Who Am I"
a.Students reflect on and/or	skills that contribute to effective	Connections to school
analyze interests, skills, habits	learning in school and across the life	Connections to self
of mind, and experiences to	span.	Virtual Job Shadow (Bridges)
maintain a positive self-concept	Competencies/Indicators:	Career Chats
and to aid them in making	A:A1 Improve Academic Self-	Guest Visits/Speakers
career and life decisions.	concept	(representing a variety of careers)
	A:A1.3 Take pride in work and	
a. School-to-school decisions	achievement	"Forced choice" Activity
b. School-to-work decisions		"Me Poem"
	A:A2 Acquire Skills for Improving	"Personal Shield"
	Learning	Bridges:
	A:A2.3 Take pride in work and	Interest Inventory
	achievement	College and Career Searches
	A:A2.4 Accept mistakes as	
	essential to the learning process	"Forced Choice" Activity
		Introduction groups to high school
	A:A3 Achieve School Success	
	A:A3.5 Identify attitudes and	Career Library
	behaviors which lead to successful	
	learning	
		NWEA Results/Academic
	National Standard B: Students will	planning
	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	

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A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals A:B2.6 Understand the relationship between classroom performance and success in school A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities	8 th Grade Transition Meeting: Course Selection- based upon recommendations and testing results Course Description/Course of Studies
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 Develop skills to locate, evaluate, and interpret career information C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals	Department Head info – core academic
C:A2 Develop Employment Readiness C:A2.3 Demonstrate knowledge about the changing workplace C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace C:A2.9 Utilize time- and task- management skills <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 C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice C:B1.3 Demonstrate knowledge of the career-planning process C:B1.4 Know the various ways in which occupations can be classified C:B1.5 Use research and information resources to obtain career information C:B1.6 Learn how to use the Internet to access career-planning information C:B2 Identify Career Goals C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals C:B2.2 Assess and modify their educational plan to support career C:B2.4 Select course work that is related to career interests C:B2.5 Maintain a career-planning portfolio	
Personal/Social Domain <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:A1.1 Develop positive attitudes toward self as a unique and worthy person PS:A1.2 Respect alternative points of view PS:A1.5 Identify and express feelings PS:A1.10 Identify personal strengths and assets	

	PS:A1.12 Identify and recognize	
	changing family roles	
	National Standard B: Students will	
	make decisions, set goals, and take	
	necessary action to achieve goals.	
	Competencies/Indicators:	
	PS:B1 Self-Knowledge Application	
	PS:B1.5 Demonstrate when, where,	
	and how to seek help for solving	
	problems and making decisions	
	PS:B1.9 Identify long- and short-	
	term goals	
2.Beliefs and Behaviors That	Academic Development Domain	
Lead to Success	National Standard A: Students will	Pathways- Computer App. I:
	acquire the attitudes, knowledge, and	Exploring Career Pathways
a.Students demonstrate and	skills that contribute to effective	Exploring "Who Am I"
evaluate strategies to improve	learning in school and across the life	Interest Inventory (Bridges)
their personal traits, behaviors,	span.	Connections to school
and the belief that one can	Competencies/Indicators:	Connections to self
successfully complete	A:A2 Acquire Skills for Improving	Virtual Job Shadow
tasks/goals required for success	Learning	Guest visits/Speakers
in career and school.	A:A2.2 Demonstrate how effort and	-
in career and school.		(representing a variety of careers)
	persistence positively affect learning	Development of Electronic
a. School-to-school decisions	A:A2.4 Apply knowledge and	Portfolio
b. School-to-work decisions	learning styles to positively influence	
	school performance	Review progress reports
		Review Report Cards
	National Standard B: Students will	
	complete school with the academic	Goal sheets
	preparation essential to choose from a	Plan and "How to Get There"
	wide range of substantial	Course Selection
	postsecondary options.	
	Competencies/Indicators:	Class/group/individual meetings
	A:B1 Improve Learning	
	A:B1.1 Demonstrate the motivation	
	to achieve individual potential	
	1	
	A:B1.2 Learn and apply critical-	
	thinking skills	
	A:B1.3 Apply the study skills	
	necessary for academic success at	
	each level	
	A:B1.4 Seek information and	
	support from faculty, staff, family, and	
	peers	
	A:B1.5 Organize and apply	

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academic information from a variety	
of sources	
A:B2 Plan to Achieve Goals	
A:B2.1 Establish challenging	
academic goals in elementary,	
middle/junior high and high school	
A:B2.2 Use assessment results in	
educational planning	
A:B2.4 Apply knowledge of	
aptitudes and interests to goal setting	
A:B2.5 Use problem-solving and	
decision-making skills to assess	
progress toward educational goals	
A:B2.6 Understand the relationship	
between classroom performance and	
success in school	
A:B2.7 Identify post-secondary	
options consistent with interests,	
achievement, aptitude, and abilities	
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:C1.2 Seek co-curricular and	
community experiences to enhance the	
school experience	
A:C1.3 Understand the relationship	
between learning and work	
A:C1.4 Demonstrate an	
understanding of the value of lifelong	
learning as essential to seeking,	
obtaining and maintaining life goals	
A:C1.6 Understand how school	
success and academic achievement	
enhance future career and vocational	
opportunities	
Caroor Dovolonment Domain	
Career Development Domain	
<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:A1.1 Develop skills to locate, evaluate and interpret career information C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals C:A1.7 Understand the importance of planning	
C:A1.8 Pursue and develop competency in areas of interest	
C:A2 Develop Employment Readiness C:A2.3 Demonstrate knowledge about the changing workplace C:A2.7 Develop a positive attitude toward work and learning C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	
National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. Competencies/Indicators: C:B2 Identify Career Goals C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals	
achieve career goals C:B2.2 Assess and modify their educational plan to support career C:B2.4 Select course work that is related to career interests C:B2.5 Maintain a career-planning portfolio	
<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:C1.1 Understand the relationship	
between educational achievement and	
career success	
C:C1.2 Explain how work can help	
to achieve personal success and	
satisfaction	
C:C1.3 Identify personal	
preferences and interests influencing	
career choice and success	
C:C1.7 Understand that work is an	
important and satisfying means of	
personal expression	
1 1	
C:C2 Apply Skills to Achieve Career	
Goals	
C:C2.1 Demonstrate how interests,	
abilities and achievement relate to	
achieving personal, social, educational	
and career goals	
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:A1.2 Identify values, attitudes	
and beliefs	
PS:A1.3 Learn the goal-setting	
process	
PS:A1.5 Identify and express	
feelings	
PS:A1.10 Identify personal	
strengths and assets	
PS:A1.11 Identify and discuss	
changing personal and social roles	
PS:A2 Acquire Interpersonal Skills	
PS:A2.6 Use effective	
communications skills	
PS:A2.7 Know that communication	
involves speaking, listening and	
nonverbal behavior	
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	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:B1.9 Identify long- and short- term goals	
3. Interpersonal Skills a. Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that 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 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	Academic Development Domain National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community. Competencies/Indicators: A:C1 Relate School to Life Experience A:C1.3 Understand the relationship between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunitiesPersonal/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 positive attitudes 	Teen Issues Presentations and Groups: Conflict Resolution Behavior Contracts Weekly Progress Reports Class expectations/rules Student handbook Athletic contracts/codes "Me Poem" "Personal Shield" Values Inventory "Forced Choice" Activity "Personal Shield" Group and Individual meetings with counselors

changing personal and social roles	
PS:A2 Acquire Interpersonal Skills PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity PS:A2.6 Use effective communication skills PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	
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:B1.7 Demonstrate a respect and appreciation for individual and cultural differences PS:B1.9 Identify long- and short- term goals	
National Standard C: Students will understand safety and survival skills. Competencies/Indicators: PS:C1 Acquire Personal Safety Skills PS:C1.6 Identify resource people in the school and community, and know how to seek their help PS:C1.7 Apply effective problem- solving and decision-making skills to make safe and healthy PS:C1.8 Learn about the 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 for managing life events	

4.Career and Life Roles

for accomplishing tasks,

a. Time management b. Goal-setting

c. Resource management

settings.

a.Students demonstrate and evaluate successful strategies

balancing career and life roles,

and reducing stress in a variety

of school, work, and community

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school

A:B2.2 Use assessment results in educational planning

Academic Development Domain National Standard B: Students will

complete school with the academic

wide range of substantial

Competencies/Indicators:

A:B2 Plan to Achieve Goals

postsecondary options.

preparation essential to choose from a

A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement

A:B2.4 Apply knowledge of aptitudes and interests to goal setting

A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals

A:B2.6 Understand the relationship between classroom performance and success in school

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

<u>National Standard C</u>: Students will understand the relationship of academics to the world of work, and to life at home in the 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

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, Freshman Study Hall/Monitoring Assignment Books Extra-Curricular Activities Weekly Progress Reports Quarterly progress Reports Review Report Cards Goal Sheets Group/Individual meetings with Counselor

Grade 9

Teen Issues Presentations: Time Management Stress Management Goal Setting

Identify resources to attain goals

obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities	
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 positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goal-setting process PS:A1.5 Identify and express feelings PS:A1.10 Identify personal strengths and assets PS:A1.11 Identify and discuss changing personal and social roles PS:A1.12 Identify and recognize changing family roles	
PS:A2 Acquire Interpersonal Skills PS:A2.2 Respect alternative points of view PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity PS:A2.6 Use effective communication skills PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	

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:B1.6 Know how to apply	
conflict resolution skills	
PS:B1.7 Demonstrate a respect and	
appreciation for individual and	
cultural differences	
PS:B1.8 Know when peer pressure	
is influencing a decision	
PS:B1.9 Identify long- and short-	
term goals	
terin goals	
National Standard C: Students will	
understand safety and survival skills.	
Competencies/Indicators:	
PS:C1 Acquire Personal Safety Skills	
PS:C1.2 learn about the relationship	
between rules, laws, safety and the	
protection of rights of the individual	
PS:C1.4 Demonstrate the ability to	
set boundaries, rights and personal	
privacy DSiC1 (Identify recourse records in	
PS:C1.6 Identify resource people in	
the school and community, and know	
how to seek their help	
PS:C1.7 Apply effective problem-	
solving and decision-making skills to	
make safe and healthy	
PS:C1.8 Learn about the 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 for	
managing life events	

MSAD #54 Guidance Curriculum

Content Area: Career and Education Development Unit: Exploring Education and Career and Life Roles Grade: Grade 9 MLR Span: 9-Diploma

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	MSAD #54	Instructional
Indicators	Objectives (ASCA)	Resources/Activities
1.Relationships Among	Academic Development Domain	
Learning, Work, the	National Standard A: Students will	Pathways-Computer App. I:
Community, and the Global	acquire the attitudes, knowledge, and	Electronic Portfolio
Economy	skills that contribute to effective	Interest Inventories
-	learning in school and across the life	College/Career Searches
a.Students evaluate strategies	span.	"Connections to School"
for improving educational	Competencies/Indicators:	"Connections to Self"
achievement, increasing	A:A1 Improve Academic Self-concept	Virtual Job Shadow (Bridges)
participation as an involved	A:A1.3 Take pride in work and	Career Chats
citizen, and increasing work	achievement	Guest Speakers (representing a
options and earning potential in	A:A1.4 Accept mistakes as essential	variety of careers)
a 21 st Century global economy.	to the learning process	Exploring Career Pathways
	A:A1.5 Identify attitudes and	Exploring "Who Am I"
	behaviors which lead to successful	
	learning	Bridges/Choices:
		Interest Invenfory
	A:A2 Acquire Skills for Improving	
	Learning	Teen Issues Presentations
	A:A2.1 Apply time-management and	
	task-management skills	Career Library:
	A:A2.2 Demonstrate how effort and	Occupational Outlook
	persistence positively affect learning	<u>Handbook</u>
	A:A2.4 Apply knowledge and	Chronicle Guidance pamphlets
	learning styles to positively influence	
	school performance	Course Selection Activities/
		Goal Sheets
	A:A3 Achieve School Success	
	A:A3.3 Develop a broad range of	Progress Reports/Report Cards
	interests and abilities	
	A:A3.4 Demonstrate dependability,	
	productivity, and initiative	
	A:A3.5 Share knowledge	

A:C1.2 Seek co-curricular and	
community experiences to enhance the	
school experience	
A:C1.3 Understand the relationship	
between learning and work	
A:C1.4 Demonstrate an	
understanding of the value of lifelong	
learning as essential to seeking,	
obtaining and maintaining life goals	
A:C1.5 Understand that school	
success is the preparation to make the	
transition from student to community	
member	
A:C1.6 Understand how school	
success and academic achievement	
enhance future career and vocational	
opportunities	
<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 Develop skills to locate,	
evaluate and interpret career	
information	
C:A1.2 Learn about the variety of	
traditional and nontraditional	
occupations	
C:A1.3 Develop an awareness of	
-	
personal abilities, skills, interests and motivations	
C:A1.5 Learn to make decisions	
C:A1.6 Learn how to set goals	
C:A1.7 Understand the importance	
of planning	
C:A1.8 Pursue and develop	
competency in areas of interest	
C:A1.9 Develop hobbies and	
vocational interests	
C:A1.10 Balance between work and	
leisure time	
C:A2 Develop Employment	

	nal Standard C: Students will	
under	stand the relationship between	
perso	nal qualities, education, training,	
and the	ne world of work.	
Com	petencies/Indicators:	
C:C	1 Acquire Knowledge to Achieve	
	Career Goals	
C:C	C1.1 Understand the relationship	
	en educational achievement and	
	rsuccess	
	C1.2 Explain how work can help	
	nieve personal success and	
	action	
	C1.3 Identify personal preferences	
	iterests influencing career choice	
	access	
	C1.4 Understand that the changing	
	place requires lifelong learning	
	cquiring new skills	
	C1.5 Describe the effect of work	
on lif		
	C1.7 Understand that work is an	
_	tant and satisfying means of	
perso	nal expression	
C:C	Apply Skills to Ashiava Carear	
	2 Apply Skills to Achieve Career	
	Goals	
	C2.1 Demonstrate how interests,	
	es and achievement relate to	
	ving personal, social, educational	
	areer goals	
	C2.2 Learn how to use conflict	
	gement skills with peers and	
adults		
	C2.4 Apply academic and	
	syment readiness skills in work-	
based	learning situations such as	
interr	ships, shadowing and/or	
mento	oring experiences	
2.Skills for Individual/Personal Acad	emic Development Domain	
Success in the 21 st Century Natio	nal Standard A: Students will	Pathways -Computer App. I:
-	re the attitudes, knowledge, and	Bridges/Choices
-	that contribute to effective	Interest Inventories
8	ng in school and across the life	College/Career Searches/Work
lifelong learning and success in span.	-	Values

Grade 9

the classroom, and the	Competencies/Indicators:	Develop Electronic Portfolio
achievement of schoolwork,	A:A1 Improve Academic Self-concept	Exploring "Who Am I"
work and career, and personal	A:A1.2 Display a positive interest in	Virtual Job Shadow
life goals.	learning	
	A:A1.3 Take pride in work and	
a. Literacy Skills	achievement	"Personal Shield"
b. Numeracy	A:A1.4 Accept mistakes as essential	"Me Poem"
c. Critical thinking skills	to the learning process	
d. Information and	A:A1.5 Identify attitudes and	
	5	
communication technology	behaviors which lead to successful	
(ICT) literacy	learning	
e. Interpersonal skills		
f. Other academic skills and	A:A2 Acquire Skills for Improving	Course Selection Activities
knowledge	Learning	
	A:A2.1 Apply time-management and	Goal Sheets
	task-management skills	
	A:A2.2 Demonstrate how effort and	Progress Reports/Report Card
	persistence positively affect learning	Review
	A:A2.3 Use communications skills	
	to know when and how to ask for help	Teen Issues Programs:
	when needed	Goal setting
	A:A2.4 Apply knowledge and	Communication/Relationships
	learning styles to positively influence	Communication, reductionships
	school performance	
	school performance	
	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	
	A:A3.3 Develop a broad range of	
	interests and abilities	
	A:A3.4 Demonstrate dependability,	
	productivity, and initiative	
	A:A3.5 Share knowledge	
	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:B1 Improve Learning	
	A:B1.1 Demonstrate the motivation	
	to achieve individual potential	

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A:B1.2 Learn and apply critical-	
thinking skills	
A:B1.3 Apply the study skills	
necessary for academic success at each	
level	
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:B2 Plan to Achieve Goals	
A:B2.1 Establish challenging	
academic goals in elementary,	
middle/junior high and high school	
A:B2.2 Use assessment results in	
educational planning	
A:B2.4 Apply knowledge of	
aptitudes and interests to goal setting	
A:B2.5 Use problem-solving and	
decision-making skills to assess	
programs toward educational goals	
A:B2.6 Understand the relationship	
between classroom performance and	
success in school	
A:B2.7 Identify post-secondary	
options consistent with interests,	
achievement, aptitude, and abilities	
active venient, aptitude, and admittes	
National Standard C: Students will	
understand the relationship of	
academics to the world of work, and to	
life at home in the 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	
-	
A:C1.3 Understand the relationship	
between learning and work	
A:C1.4 Demonstrate an	
understanding of the value of lifelong	

learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities	
<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:A1.1 Develop skills to locate, evaluate and interpret career information	
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals C:A1.7 Understand the importance	
of planning C:A1.8 Pursue and develop competency in areas of interest C:A1.9 Develop hobbies and vocational interests	
C:A1.10 Balance between work and leisure time C:A2 Develop Employment Readiness C:A2.2 Apply job readiness skills to	
seek employment opportunities C:A2.4 Learn about the rights and responsibilities of employers and employees C:A2.7 Develop a positive attitude toward work and learning	
C:A2.8 Understand the importance of responsibility, dependability,	

	punctuality, integrity and effort in the	
	workplace	
	C:A2.9 Utilize time- and task-	
	management skills	
	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:B1.2 Identify personal skills,	
	interests and abilities and relate them to	
	current career choice	
	C:B1.3 Demonstrate knowledge of	
	the career-planning process	
	C:B1.4 Know the various ways in	
	which occupations can be classified	
	C:B1.5 Use research and information	
	resources to obtain career information	
	C:B1.6 Learn how to use the Internet	
	to access career-planning information	
	C:B2 Identify Career Goals	
	C:B2.1 Demonstrate awareness of	
	the education and training needed to	
	achieve career goals	
	C:B2.2 Assess and modify their	
	educational plan to support career	
	C:B2.4 Select course work that is	
	related to career interests	
	C:B2.5 Maintain a career-planning	
	portfolio	
	Portiono	
	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:C1.1 Understand the relationship	
	between educational achievement and	
	career success	
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C:C1.2 Explain how work can help	
to achieve personal success and	
satisfaction	
C:C1.3 Identify personal preferences	
and interests influencing career choice	
and success	
C:C1.4 Understand that the changing	
workplace requires lifelong learning	
and acquiring new skills	
and acquiring new skins	
C:C2 Apply Skills to Achieve Career	
Goals	
C:C2.1 Demonstrate how interests,	
abilities and achievement relate to	
achieving personal, social, educational	
and career goals	
C:C2.2 Learn how to use conflict	
management skills with peers and	
adults	
C:C2.4 Apply academic and	
employment readiness skills in work-	
based learning situations such as	
internships, shadowing and/or	
mentoring experiences	
<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:A1.1 Develop positive attitudes	
toward self as a unique and worthy	
person	
PS:A1.2 Identify values, attitudes	
and beliefs	
PS:A1.3 Learn the goal-setting	
process	
PS:A1.5 Identify and express	
feelings	
PS:A1.10 Identify personal strengths	
and assets	
PS:A1.11 Identify and discuss	
changing personal and social roles	
enunging personar and social roles	
PS:A2 Acquire Interpersonal Skills	
1 5.132 Progene merpersonal Skills	

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	PS:A2.1 Recognize that everyone has rights and responsibilities PS:A2.3 Recognize, accept, and appreciate ethnic and cultural diversity PS:A2.6 Use effective communication skills PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	
	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:B1.3 Identify alternative solutions to a problem PS:B1.6 Know how to apply conflict resolution skills PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences PS:B1.8 Know when peer pressure is influencing a decision PS:B1.9 Identify long- and short- term goals	
3.Education and Career Information a.Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post- secondary education, training, and career choices.	Academic Development 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: A:B2 Plan to Achieve Goals A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school A:B2.2 Use assessment results in educational planning A:B2.4 Apply knowledge of	Pathways/Computer App. I: Electronic Portfolio Interest Inventories College/Career Searches "Connections to School" "Connections to Self" Virtual Job Shadow (Bridges) Career Charts Guest speakers (representing a variety of careers) Exploring Career Pathways Exploring "Who I Am"

		Grade 9	Page 24
A:B2.5 Use prodecision-making s programs toward A:B2.6 Unders between classroor success in school A:B2.7 Identify options consistend achievement, aptiNational Standard understand the rel academics to the w life at home in the Competencies/Ind A:C1 Relate Sch Experience A:C1.1 Demon balance school, st activities, leisure A:C1.2 Seek co community exper school experience A:C1.4 Demon understanding of learning as essent obtaining and mai A:C1.5 Unders success is the prej transition from st member A:C1.6 Unders success and acade	educational goals tand the relationship n performance and v post-secondary with interests, tude, and abilities <u>IC</u> : Students will ationship of world of work, and to e community. licators: ool to Life strate the ability to udies, extracurricular time and family life. o-curricular and iences to enhance the tand the relationship and work strate an the value of lifelong ial to seeking, ntaining life goals tand that school paration to make the ident to community	Grade 9 NWEA Results Course selection activit Career Library: College Hand Book Book of Majors Occupation Outlook H College Searches Goal Sheet Teen Issues Presentation Goal setting Resources to Achieve Bridges/Choices Values Inventory (Careated Inventories review)	ties andbook ns: goals er)
	<u>A</u> : Students will to investigate the relation to knowledge e informed career licators:		

Readiness C:A2.3 Recognize, accept, respect, and appreciate individual differences C:A2.4 Learn about the rights and responsibilities of employers and employees C:A2.7 Develop a positive attitude toward work and learning C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace C:A2.9 Utilize time- and task- management skills	
National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction. Competencies/Indicators: C:B2 Identify Career Goals C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals C:B2.2 Assess and modify their educational plan to support career C:B2.4 Select course work that is related to career interests C:B2.5 Maintain a career-planning portfolio	
National Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work. Competencies/Indicators: C:C2 Apply Skills to Achieve Career Goals C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals C:C2.2 Learn how to use conflict management skills with peers and adults	

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 positive attitudes toward self as a unique and worthy person PS:A1.2 Identify values, attitudes and beliefs PS:A1.3 Learn the goal-setting process PS:A1.5 Identify and express feelings PS:A1.10 Identify personal strengths and assets PS:A1.11 Identify and discuss changing personal and social roles 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:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions PS:B1.8 Know when peer pressure is influencing a decision PS:B1.9 Identify long- and short- term goals	

MSAD #54 Guidance Curriculum

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

Grade: Grade 9 MLR Span: 9-Diploma

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	MSAD #54	Instructional
Indicators	Objectives (ASCA)	Resources/Activities
1.The Planning Process	Academic Development Domain	
	National Standard A: Students will	Pathways-Comp. App I:
a.Students use the planning	acquire the attitudes, knowledge, and	Bridges/Choices
process to make school-to-school	skills that contribute to effective	Interest Inventory
and school-to-work decisions.	learning in school and across the life	College/Career Searches
	span.	Exploring Career Pathways
a. Self-knowledge	Competencies/Indicators:	Exploring "Who Am I"
b. Looking for and creating	A:A1 Improve Academic Self-concept	Connections to School
personal career options	A:A1.2 Display a positive interest in	Connections to Self
c. Decision-making skills	learning	Virtual Job Shadow(Bridges)
	A:A1.4 Accept mistakes as essential	Career Chats
	to the learning process	Guest speakers
	A:A1.5 Identify attitudes and	Electronic Portfolio
	behaviors which lead to successful	
	learning	
	National Standard B: Students will	Course Selection Activities
	complete school with the academic	
	preparation essential to choose from a	"Me Poem"
	wide range of substantial postsecondary	"Personal Shield"
	options.	"Forced Choice" Activity
	Competencies/Indicators:	"Decision Balance Sheet"
	A:B2 Plan to Achieve Goals	
	A:B2.1 Establish challenging	Individual Counseling
	academic goals in elementary,	
	middle/junior high and high school	
	A:B2.2 Use assessment results in	Teen Issues Presentations:
	educational planning	Time Management
	A:B2.4 Apply knowledge of aptitudes	Study Skills
	and interests to goal setting	
	A:B2.5 Use problem-solving and	NWEA Results

between classroom performance and success in school A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities <u>National Standard C</u> : Students will understand the relationship of academics to the world of work, and to life at home in the community. Competencies/Indicators: A:C1 Relate School to Life Experience A:C1.2 Seek co-curricular and community experiences to enhance the school experience A:C1.3 Understand the relationship between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand how school success is the preparation to make the transition from student to community member 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
achievement, aptitude, and abilities National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the community. Competencies/Indicators: A:C1 Relate School to Life Experience A:C1.2 Seek co-curricular and community experiences to enhance the school experience A:C1.3 Understand the relationship between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member 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
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community experiences to enhance the school experienceA:C1.3 Understand the relationship between learning and workA:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunitiesCareer Development Domain National Standard A: Students will acquire the skills to investigate the
between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member 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
learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member 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
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success and academic achievement enhance future career and vocational opportunities <u>Career Development Domain</u> National Standard A: Students will acquire the skills to investigate the
<u>Career Development Domain</u> <u>National Standard A</u> : Students will acquire the skills to investigate the
acquire the skills to investigate the
of self and to make informed career decisions. Competencies/Indicators:
C:A1 Develop Career Awareness C:A1.1 Develop skills to locate, evaluate and interpret career
information C:A1.2 Learn about the variety of traditional and nontraditional occupations

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C:A1.3 Develop an awareness of	
personal abilities, skills, interests and	
motivations	
C:A1.5 Learn to make decisions	
C:A1.6 Learn how to set goals	
C:A1.7 Understand the importance of	
planning	
C:A1.8 Pursue and develop	
competency in areas of interest	
r r	
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:B1.2 Identify personal skills,	
interests and abilities and relate them to	
current career choice	
C:B1.3 Demonstrate knowledge of	
the career-planning process	
C:B1.4 Know the various ways in	
which occupations can be classified	
C:B1.5 Use research and information	
resources to obtain career information	
C:B1.6 Learn how to use the Internet	
to access career-planning information	
C:B2 Identify Career Goals	
C:B2.1 Demonstrate awareness of the	
education and training needed to	
achieve career goals	
C:B2.2 Assess and modify their	
educational plan to support career	
C:B2.4 Select course work that is	
related to career interests	
C:B2.5 Maintain a career-planning	
portfolio	
National Standard C: Students will	
understand the relationship between	
personal qualities, education, training,	
and the world of work.	
Competencies/Indicators:	
Competencies/ mulcators.	

C:C1 Acquire Knowledge to Achieve	
Career Goals	
C:C1.1 Understand the relationship	
between educational achievement and	
career success	
C:C1.2 Explain how work can help to	
achieve personal success and	
satisfaction	
C:C1.3 Identify personal preferences	
and interests influencing career choice	
and success	
C:C1.5 Describe the effect of work	
on lifestyle	
C:C1.7 Understand that work is an	
important and satisfying means of	
personal expression	
C:C2 Apply Skills to Achieve Career	
Goals	
C:C2.1 Demonstrate how interests,	
abilities and achievement relate to	
achieving personal, social, educational	
and career goals	
C:C2.2 Learn how to use conflict	
management skills with peers and adults	
C:C2.3 Learn to work cooperatively	
with others as a team member	
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 positive attitudes	
toward self as a unique and worthy	
person	
PS:A1.2 Identify values, attitudes and	
beliefs	
PS:A1.3 Learn the goal-setting	
process	
PS:A1.4 Understand change is a part	
of growth	
PS:A1.5 Identify and express feelings	
PS:A1.9 Demonstrate cooperative	
 behavior in groups	

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	PS:A1.10 Identify personal strengths	
	and assets	
	PS:A1.11 Identify and discuss	
	changing personal and social roles	
	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:B1.6 Know how to apply conflict	
	resolution skills	
	PS:B1.8 Know when peer pressure is	
	influencing a decision	
	PS:B1.9 Identify long- and short-term	
	goals	
2.Decision-Making	Academic Development Domain	
2.Decision-waking	National Standard A: Students will	Pathways-Computer App. I:
a.Students determine and apply	acquire the attitudes, knowledge, and	Inventories/Interests & Work
effective decision-making	skills that contribute to effective	Values
strategies for accomplishing	learning in school and across the life	Electronic Portfolio
short-term and long-term goals	span.	Exploring Career Pathways
related to school-to-school and	Competencies/Indicators:	Exploring "Who Am I"
school-to-work decisions.	A:A1 Improve Academic Self-concept	Connections to School
	A:A1.1 Articulate feelings of	Connections to Self
	competence and confidence as learners	Career Chats
	A:A1.2 Display a positive interest in	Guest speakers (shared
	learning	experiences)
	A:A1.3 Take pride in work and	
	achievement	
	A:A1.4 Accept mistakes as essential	"Me Poem"
	to the learning process	"Personal Shield"
	A:A1.5 Identify attitudes and	"Forced Choice" Activity
	behaviors which lead to successful	"Decision Balance Sheet"
	learning	
		Goal Sheets
	National Standard B: Students will	
	complete school with the academic	
	preparation essential to choose from a	Individual Counseling
	wide range of substantial postsecondary	

options.
Competencies/Indicators:
A:B2 Plan to Achieve Goals
A:B2.1 Establish challenging
academic goals in elementary,
middle/junior high and high school
A:B2.2 Use assessment results in
educational planning
A:B2.3 Develop and implement
annual plan of study to maximize
academic ability and achievement
A:B2.4 Apply knowledge of aptitudes
and interests to goal setting
A:B2.5 Use problem-solving and
decision-making skills to assess
programs toward educational goals
A:B2.6 Understand the relationship
between classroom performance and
success in school
A:B2.7 Identify post-secondary
options consistent with interests,
achievement, aptitude, and abilities
National Standard C: Students will
understand the relationship of
academics to the world of work, and to
life at home in the community.
Competencies/Indicators:
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C:C1 Relate School to Life Experience
C:C1.1 Understand the relationship between educational achievement and
career success
C:C1.2 Explain how work can help to
achieve personal success and
satisfaction
C:C1.3 Identify personal preferences
and interests influencing career choice
and success
C:C1.4 Understand that the changing
workplace requires lifelong learning and
acquiring new skills
C:C1.5 Describe the effect of work
on lifestyle
C:C1.6 Understand the importance of
equity and access in career choice

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Career Development Domain	
<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	
C:B1.2 Identify personal skills,	
interests and abilities and relate them to	
current career choice	
C:B1.3 Demonstrate knowledge of	
the career-planning process	
C:B1.4 Know the various ways in	
which occupations can be classified	
C:B1.5 Use research and information	
resources to obtain career information	
C:B1.6 Learn how to use the Internet	
to access career-planning information	
r	
C:B2 Identify Career Goals	
C:B2.1 Demonstrate awareness of the	
education and training needed to	
achieve career goals	
C:B2.2 Assess and modify their	
educational plan to support career	
C:B2.4 Select course work that is	
related to career interests	
C:B2.5 Maintain a career-planning	
portfolio	
National Standard C. Students	
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:C1.1 Understand the relationship	
between educational achievement and	
career success	
C:C1.2 Explain how work can help to	
achieve personal success and	
satisfaction	
C:C1.3 Identify personal preferences	
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	and interests influencing career choice and success C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills C:C1.5 Describe the effect of work on lifestyle C:C1.7 Understand that work is an important and satisfying means of personal expression	
	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:B1.1 Use a decision-making and problem-solving model PS:B1.2 Understand consequences of decisions and choices PS:B1.6 Know how to apply conflict resolution skills PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences PS:B1.8 Know when peer pressure is influencing a decision PS:B1.9 Identify long- and short-term goals	
3.Influences on Decision-Making a.Students examine sources of information that influence their career and education decision-making.	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 learners A:A1.2 Display a positive interest in learning	Pathways- Computer App. I: Interest Inventories Bridges/Choices Work Values Inventory Exploring Career Pathways Exploring "Who Am I" Connections to School Connections to Self Career Chats Virtual Job Shadows Guest visitors/speakers (shared experiences)

A:A1.3 Take pride in work and	
achievement	
A:A1.4 Accept mistakes as essential	Test Results NWEA
to the learning process	
A:A1.5 Identify attitudes and	Progress Reports/Report
behaviors which lead to successful	Cards
learning	
	Career Library – Resources
National Standard B: Students will	College Handbook
complete school with the academic	
preparation essential to choose from a	
wide range of substantial postsecondary	Career/Academic Goal sheets
options.	Careen// Keadennie Goar sheets
Competencies/Indicators:	"Personal Shield"
A:B2 Plan to Achieve Goals	"Forced Choice" Activities
A:B2.1 Establish challenging	(What is most important or
academic goals in elementary,	influential)
middle/junior high and high school	initiacitular)
A:B2.2 Use assessment results in	
educational planning	
A:B2.3 Develop and implement	
annual plan of study to maximize	
academic ability and achievement	
A:B2.4 Apply knowledge of aptitudes	
and interests to goal setting	
A:B2.5 Use problem-solving and	
decision-making skills to assess	
programs toward educational goals	
A:B2.6 Understand the relationship	
between classroom performance and	
success in school	
A:B2.7 Identify post-secondary	
options consistent with interests,	
achievement, aptitude, and abilities	
National Standard C: Students will	
understand the relationship of	
academics to the world of work, and to	
life at home in the 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	

A:C1.3 Understand the relationship between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member 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 Develop skills to locate, evaluate and interpret career information C:A1.2 Learn about the variety of traditional and nontraditional occupations C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals C:A1.7 Understand the importance of planning C:A1.8 Pursue and develop competency in areas of interest C:A1.10 Balance between work and leisure time	
C:A2 Develop Employment Readiness C:A2.1 Acquire employability skills such as working on a team, problem- solving and organizational skills C:A2.2 Apply job readiness skills to seek employment opportunities	

C:A2.7 Develop a positive attitude	
toward work and learning	
C:A2.8 Understand the importance of	
responsibility, dependability,	
punctuality, integrity and effort in the	
workplace	
C:A2.9 Utilize time- and task-	
management skills	
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:B1.2 Identify personal skills,	
interests and abilities and relate them to	
current career choice	
C:B1.3 Demonstrate knowledge of	
the career-planning process	
C:B1.4 Know the various ways in	
which occupations can be classified	
C:B1.5 Use research and information	
resources to obtain career information	
C:B1.6 Learn how to use the Internet	
to access career-planning information	
C:B2 Identify Career Goals	
C:B2.1 Demonstrate awareness of the	
education and training needed to	
achieve career goals	
C:B2.2 Assess and modify their	
educational plan to support career	
C:B2.4 Select course work that is	
related to career interests	
C:B2.5 Maintain a career-planning	
portfolio	
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:C1.1 Understand the relationship	
between educational achievement and	
career success	
C:C1.2 Explain how work can help to	
achieve personal success and	
satisfaction	
C:C1.3 Identify personal preferences	
and interests influencing career choice	
and success	
C:C1.4 Understand that the changing	
workplace requires lifelong learning and	
acquiring new skills	
C:C1.7 Understand that work is an	
important and satisfying means of	
personal expression	
C:C2 Apply Skills to Achieve Career	
Goals	
C:C2.1 Demonstrate how interests,	
abilities and achievement relate to	
achieving personal, social, educational	
and career goals	
C:C2.2 Learn how to use conflict	
management skills with peers and adults	
C:C2.3 Learn to work cooperatively	
with others as a team member	
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 positive attitudes	
toward self as a unique and worthy	
person	
PS:A1.2 Identify values, attitudes and	
beliefs	
PS:A1.3 Learn the goal-setting	
process	
PS:A1.4 Understand change is a part	
of growth	
PS:A1.5 Identify and express feelings	
PS:A1.6 Distinguish between	
 appropriate and inappropriate behavior	

	T	r
	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:A1.9 Demonstrate cooperative behavior in groups PS:A1.10 Identify personal strengths and assets PS:A1.11 Identify and discuss changing personal and social roles <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:B1.3 Identify alternative solutions to a problem PS:B1.6 Know how to apply conflict resolution skills PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences PS:B1.8 Know when peer pressure is	
	influencing a decision PS:B1.9 Identify long- and short-term	
	goals	
4.Societal Needs and Changes	Academic Development Domain	
that Influence Workplace Success	<u>National Standard A</u> : Students will acquire the attitudes, knowledge, and	Pathways- Computer App. I: Interest/Values Inventories
Students analyze and evaluate	skills that contribute to effective learning in school and across the life	Connections to School Connections to Self
strategies for addressing diverse	span.	Virtual Job Shadows
and changing societal and global economic needs that influence	Competencies/Indicators: A:A1 Improve Academic Self-Concept	Career chats Guest Visits/Speakers
personal decision-making for workplace success.	A:A1.1 Articulate feelings of competence and confidence as learners	(Shared Experiences)
workplace success.	A:A1.2 Display a positive interest in	
	learning A:A1.3 Take pride in work and	"Personal Shield" "Forced Choice" Activity
	achievement	

A:A1.4 Accept mistakes as essential	Career Library:
to the learning process	Occupational Outlook
A:A1.5 Identify attitudes and	Handbook
behaviors which lead to successful	"Chronicle Guidance"
learning	Pamphlets
B	On-line Searches
A:A3 Achieve School Success	
	Course Selection Activities
A:A3.1 Take responsibility for their	Course Selection-Activities
actions	(Program of Studies)
A:A3.2 Demonstrate the ability to	
work independently, as well as the	Goal Sheets
ability to work cooperatively with other	
students	
A:A3.3 Develop a broad range of	
interests and abilities	
A:A3.4 Demonstrate dependability,	
productivity and initiative	
A:A3.5 Share knowledge	
The second contract of the second sec	
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:B1 Improve Learning	
A:B1.1 Demonstrate the motivation	
to achieve individual potential	
A:B1.2 Learn and apply critical-	
thinking skills	
A:B1.3 Apply the study skills	
necessary for academic success at each	
level	
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:B1.7 Become a self-directed and	
independent learner	
-	
A:B2 Plan to Achieve Goals	
A:B2.1 Establish challenging	
academic goals in elementary,	
middle/junior high and high school	

A:B2.2 Use assessment results in educational planning A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement A:B2.4 Apply knowledge of aptitudes and interests to goal setting A:B2.5 Use problem-solving and decision-making skills to assess programs toward educational goals A:B2.6 Understand the relationship between classroom performance and success in school A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities National Standard C: Students will understand the relationship of academics to the world of work, and to life at home in the 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 A:C1.3 Understand the relationship between learning and work A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals A:C1.5 Understand that school success is the preparation to make the transition from student to community member 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 solf and to make informed carcer decisions. Competencies/Indicators: C:A1 Develop Skills to locate, evaluate and interpret career information C:A1.2 Learn about the variety of traditional and nontraditional occupations C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations C:A1.5 Learn to make decisions C:A1.5 Learn to make decisions C:A1.5 Learn to make decisions C:A1.6 Learn how to set goals C:A1.7 Understand the importance of planning C:A1.8 Pursue and develop competency in areas of interest C:A2 Develop Employment Readiness C:A2.1 Acquire runployability skills such as working on a team, problem-solving and organizational skills C:A2.3 Demonstrate knowledge about the changing workplace C:A2.4 Develop a positive attitude toward work and learning C:A2.5 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace C:A2.9 Utilize time- and task- management skills National Standard B: Students will employ strategies to achieve future carcer 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:B1.2 Identify personal skills, interests and abilities and relate them to 		
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C:B1.2 Identify personal skills,		
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	interests and admittes and relate them to	

current career choice	
C:B1.3 Demonstrate knowledge of	
the career-planning process	
C:B1.4 Know the various ways in	
which occupations can be classified	
C:B1.5 Use research and information	
resources to obtain career information	
C:B1.6 Learn how to use the Internet	
to access career-planning information	
C:B2 Identify Career Goals	
C:B2.1 Demonstrate awareness of the	
education and training needed to	
achieve career goals	
C:B2.2 Assess and modify their	
educational plan to support career	
C:B2.4 Select course work that is	
related to career interests	
C:B2.5 Maintain a career-planning	
portfolio	
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:C1.1 Understand the relationship	
between educational achievement and	
career success	
C:C1.2 Explain how work can help to	
achieve personal success and	
satisfaction	
C:C1.3 Identify personal preferences	
and interests influencing career choice	
and success	
C:C1.4 Understand that the changing	
workplace requires lifelong learning and	
acquiring new skills	
C:C1.5 Describe the effect of work	
on lifestyle	
C:C1.7 Understand that work is an	
important and satisfying means of	
personal expression	
r r	
C:C2 Apply Skills to Achieve Career	

Goals	
C:C2.1 Demonstrate how interests,	
abilities and achievement relate to	
achieving personal, social, educational	
and career goals	
C:C2.2 Learn how to use conflict	
management skills with peers and adults	
C:C2.3 Learn to work cooperatively	
with others as a team member	
Personal/Social Domain	
National Standard A: Students will	
acquire the knowledge, attitudes, and	
interpersonal skills to help them	
understand and respect self and others.	
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Competencies/Indicators:	
PS:A1 Acquire Self-Knowledge	
PS:A1.1 Develop positive attitudes	
toward self as a unique and worthy	
person	
PS:A1.2 Identify values, attitudes and	
beliefs	
PS:A1.3 Learn the goal-setting	
process	
PS:A1.4 Understand change is a part	
of growth	
PS:A1.5 Identify and express feelings	
PS:A1.10 Identify personal strengths	
and assets	
PS:A1.11 Identify and discuss	
changing personal and social roles	
PS:A2 Acquire Interpersonal Skills	
PS:A2.1 Recognize that everyone has	
rights and responsibilities	
PS:A2.2 Respect alternative points of	
view	
PS:A2.3 Recognize, accept, and	
appreciate ethnic and cultural diversity	
PS:A2.4 Recognize, accept, and	
appreciate ethnic and cultural diversity	
PS:A2.6 Use effective	
communication skills	
PS:A2.7 Know that communication	
involves speaking, listening, and	
nonverbal behavior	

<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:B1.4 Develop effective coping	
skills for dealing with problems	
PS:B1.6 Know how to apply conflict	
resolution skills	
PS:B1.7 Demonstrate a respect and	
appreciation for individual and cultural	
differences	
PS:B1.8 Know when peer pressure is	
influencing a decision	
PS:B1.9 Identify long- and short-term	
goals	
PS:B1.12 Develop an action plan to	
set and achieve realistic goals	
National Standard C: Students will	
understand safety and survival skills;	
Competencies/Indicators:	
PS:C1 Acquire Personal Safety Skills	
PS:C1.1 Demonstrate knowledge of	
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personal information (i.e. telephone	
number, home address, emergency	
contact)	
PS:C1.2 Learn about the relationship	
between rules, laws, safety and the	
protection of rights of the individual	
PS:C1.3 Learn about the differences	
between appropriate and inappropriate	
physical contact	
PS:C1.4 Demonstrate the ability to	
set boundaries, rights and personal	
privacy	
PS:C1.7 Apply effective problem-	
solving and decision-making skills to	
make safe and healthy	
PS:C1.8 Learn about the emotional	
and physical dangers of substance use	
and abuse	
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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 for managing life events	