

MSAD #54 Guidance Curriculum

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

Grade: Grade 3
 MLR Span: 3-5

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	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Self-Knowledge and Self-Concept</p> <p>A. Students identify and demonstrate interests, skills, habits of mind and experiences that build and maintain a positive self-concept.</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:A3 Achieve School Success A:A3.3 Develop a broad range of interests and abilities</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:B1 Improve Learning A:B1.7 Become a self-directed and independent learner</p>	<p><i>The Second Step Program</i></p> <p>Diversity Day</p>
<p>2. Beliefs and Behaviors That Lead to Success</p> <p>A. Students make choices about and demonstrate behaviors that lead to success in schoolwork.</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:A1 Improve Academic Self-concept</p>	<p><i>The Second Step Program</i></p> <p>Diversity Day</p>

	<p>A:A1.5 Identify attitudes and behaviors which lead to successful learning</p> <p>A:A2 Acquire Skills for Improving Learning</p> <p>A:A2.2 Demonstrate how effort and persistence positively affect learning</p>	
<p>3. Interpersonal Skills</p> <p>A. Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.</p> <p>a. Getting along with others</p> <p>b. Respecting diversity</p> <p>c. Working as a member of a team</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening</p> <p>i. Demonstrating safe behavior</p> <p>j. Dealing with peer pressure</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 span.</p> <p>Competencies/Indicators:</p> <p>A:A2 Acquire Skills for Improving Learning</p> <p>A:A2.3 Use communications skills to know when and how to ask for help when needed</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:</p> <p>PS:A2 Acquire Interpersonal Skills</p> <p>PS:A2.2 Respect alternative points of view</p> <p><u>National Standard B:</u> Students will make decisions, set goals, and take necessary action to achieve goals.</p> <p>Competencies/Indicators:</p> <p>PS:B1 Self-Knowledge Application</p> <p>PS:B1.4 Develop effective coping skills for dealing with problems</p> <p><u>National Standard C:</u> Students will understand safety and survival skills.</p> <p>Competencies/Indicators:</p> <p>PS:C1 Acquire Personal Safety Skills</p> <p>PS:C1.10 Learn techniques for managing stress and conflict</p>	<p><i>The Second Step Program</i></p> <p>Diversity Day</p> <p>Personal Body Safety</p>

<p>4.Career and Life Roles</p> <p>A.Students identify and explain the influences that career and life roles have on each other and on success in school or community.</p>	<p><u>Career Development Domain</u></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:C1.3 Identify personal preferences and interests influencing career choice and success</p>	<p><i>The Second Step Program</i></p> <p>The Real Game</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 3
MLR Span: 3-5

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	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>B. Students explain how success in school supports their ability to positively contribute to school, home, and community.</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 A:C1.4 Demonstrate an understanding of the value of life long learning as an essential to seeking, obtaining & maintaining life goals</p>	<p><i>The Second Step Program</i></p> <p>The Real Game</p>
<p>2. Skills for Individual/Personal Success in the 21st Century</p> <p>B. Students identify and describe skills that lead to student 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</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:C1.6 Understand how school success and academic achievement enhance career and vocational opportunities</p>	<p><i>The Second Step Program</i></p>

<p>(ICT) literacy e. Interpersonal skills f. Other academic skills and knowledge</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:A1.5 Learn to make decisions C:A1.6 Learn how to set goals</p>	
<p>3. Education and Career Information</p> <p>B. Students identify and locate different types of career and educational information resources and use them to explore school and career choices.</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 C:B1.5 Use research and information resources to obtain career information</p>	<p><i>The Second Step Program</i></p>

MSAD #54 Guidance Curriculum

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

Grade: Grade 3
MLR Span: 3-5

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	MSAD #54 Objectives	Instructional Resources/Activities
<p>1. The Planning Process</p> <p>C. Students identify the parts of the planning process that assist in making choices.</p> <p>a. Self-knowledge</p> <p>b. Information and resources about career and educational options</p> <p>c. Decision-making skills</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:C1.1 Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time and family life</p> <p><u>Career Development Domain</u> <u>National Standard C:</u> 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</p>	<p><i>The Second Step Program</i></p>

<p>2. Decision-Making</p> <p>C. Students identify behaviors and decisions that reflect positive and negative consequences in school.</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 postsecondary options. Competencies/Indicators: A:B1 Improve Learning A:B1.3 Apply the study skills necessary for academic success</p>	<p><i>The Second Step Program</i></p> <p>Diversity Day</p>
<p>3. Influences on Decision-Making</p> <p>C. Students identify behaviors that influence decision-making in various settings.</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:B1.3 Identify alternative solutions to a problem PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions</p>	<p><i>The Second Step Program</i></p> <p>Diversity Day</p>
<p>4. Societal Needs and Changes that Influence Workplace Success</p> <p>No performance indicator.</p>		<p><i>The Second Step Program</i></p>