

MSAD #54 Guidance Curriculum

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

Grade: Grade 1
MLR Span: PK-2

MLR Content Standard: A: Learning About Self-Knowledge and Interpersonal Relationships

Students identify, demonstrate, analyze and evaluate: self-knowledge related to interests, skills, work, and school; positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community; their ability to build and maintain a positive self-concept; and their ability to develop and recognize interpersonal skills that effectively influence work and relationships with others.

| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
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| <p>1. Self-Knowledge and Self-Concept</p> <p>A. Students identify interests, skills, and habits of mind that build a positive self-concept.</p> | <p><u>Personal/Social Domain</u> National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. Competencies/Indicators: PS:A1 Acquire Self-Knowledge PS:A1.1 Develop a positive attitudes toward self as a unique and worthy person PS:A1.10 Identify personal strengths and assets</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step</i></p> |
| <p>2. Beliefs and Behaviors That Lead to Success</p> <p>A. Students identify and demonstrate the skills, behaviors, and attitudes that lead to success in schoolwork.</p> | <p><u>Academic Development Domain</u> National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. Competencies/Indicators: A:A1 Improve Academic Self-concept A:A1.2 Display a positive interest in learning</p> <p><u>Personal/Social Domain</u> National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step</i></p> <p><i>Teamwork (Game)</i></p> <p><i>Working It Out (Video)</i></p> |

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| | <p>Competencies/Indicators: PS:A1 Acquire Self-Knowledge PS:A1.3 Learn the goal-setting process PS:A1.8 Understand the need for self control and how to practice it PS:A1.9 Demonstrate cooperative behavior in groups</p> | |
| <p>3. Interpersonal Skills</p> <p>A. Students identify social skills that influence interpersonal relationships in positive ways.</p> <p>a. Getting along with others b. Respecting differences c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior</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.</p> <p>Competencies/Indicators: A:A1 Improve Academic Self-concept A:A1.4 Accept mistakes as essential to the learning process</p> <p>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 cooperatively with others</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.</p> <p>Competencies/Indicators: PS:A1 Acquire Self-Knowledge PS:A1.5 Identify and express feelings</p> <p>PS:A2 Acquire Interpersonal Skills PS:A2.1 Recognize that everyone has rights and responsibilities PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior PS:A2.8 Learn about how to make and keep friends</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step</i></p> <p><i>Circle of Friends (Game)</i></p> <p><i>Social Skills Picture Book</i></p> <p><i>Same and Different (Video)</i></p> <p><i>Working It Out (Video)</i></p> <p><i>Hands Are Not For Hitting – What To Do (video)</i></p> |

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| | <p><u>National Standard C</u> : Students will understand safety and survival skills PS:C1 Acquire Personal Safety Skills PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact</p> | |
| <p>4.Career and Life Roles</p> <p>A.Students identify and discuss career roles.</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:A1.2 Learn about the variety of traditional and nontraditional occupations</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p>Community Helpers: Police, Fireman, EMT, Forest Ranger</p> |

MSAD #54 Guidance Curriculum

Content Area: Career and Education Development
 Unit: Exploring Education and Career and Life Roles

Grade: Grade 1
 MLR Span: PK-2

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 |
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| <p>1. Relationships Among Learning, Work, the Community, and the Global Economy</p> <p>B. Students identify and demonstrate study habits, attitudes, and behaviors that lead to successful relationships.</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 A:A1.1 Articulate feelings of competence and confidence as a learner A:A1.5 Identify attitudes and behaviors which lead to successful learning</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Working It Out (video)</i></p> |
| <p>2. Skills for Individual/Personal Success in the 21st Century</p> <p>B. Students identify literacy and numeracy as skills that lead to improvement and success in the classroom.</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:B1.1 Demonstrate the motivation to achieve individual potential</p> | <p><i>Peace Making Skills for Little Kids</i></p> |

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| <p>3. Education and Career Information</p> <p>B. Students identify and locate information resources at home, at school, and in the community that improve study habits, schoolwork, or educational achievement.</p> | <p><u>Academic Development Domain</u></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.</p> <p>Competencies/Indicators:</p> <p>A:B1 Improve Learning</p> <p>A:B1.3 Apply the study skills necessary for academic success</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Working It Out (video)</i></p> |
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MSAD #54 Guidance Curriculum

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

Grade: Grade 1
MLR Span: PK-2

MLR Content Standard: C: Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

Students identify, demonstrate, analyze, and evaluate: the main components of the planning process; their ability to balance career, college, and citizenship roles; their ability to apply successful strategies for effective decision-making; and their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

| MLR Performance Indicators | MSAD #54 Objectives | Instructional Resources/Activities |
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| <p>1.The Planning Process</p> <p>C.Students identify and give examples of how they make choices and set personal goals for 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:A1.5 Learn to make decisions C:A1.6 Learn how to set goals</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step Program</i></p> <p><i>Working It Out (video)</i></p> |
| <p>2.Decision-Making</p> <p>C.Students identify experiences and behaviors that reflect decision-making at 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:B1.2 Understand consequences of making decisions and choices</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step Program</i></p> <p><i>Working It Out (video)</i></p> |
| <p>3.Influences on Decision-Making</p> <p>C.Students identify people and experiences 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:B1.5 Demonstrate when, where, and how to seek help for</p> | <p><i>Peace Making Skills for Little Kids</i></p> <p><i>Second Step Program</i></p> <p><i>Working It Out (video)</i> Personal Body Safety</p> |

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| | solving problems and making decisions | |
| <hr/> <p>4.Societal Needs and Changes that Influence Workplace Success</p> <p>No performance indicator.</p> | | |