

Career Preparation – A Path to a Successful Future!

The Career Preparation curriculum is designed to encourage students to view their life as a quest of self-discovery. In order to achieve success, students need to develop the necessary skills for an active and satisfying life. Choosing a career that complements one's interests, abilities and aptitudes is an integral part of that process.

As teachers, facilitators of appropriate knowledge and skill development, our role is to encourage students to ask questions and seek answers for themselves, helping them to process their learning in rich, meaningful ways that work for a lifetime.

Based on the mission of MSAD #53, the Career Preparation curriculum is designed to help students understand and effectively work with:

- recognizing and managing change in their lives and in society and the world at large;
- asking and finding answers to essential questions about their future;
- becoming life-long learners;
- building skills for success in the world of work;
- processing knowledge so that it is meaningful to them.

The ideal outcome of the Career Preparation curriculum is that students would be able to evaluate their strengths and weaknesses, and make the changes necessary for effective future preparation and success.

Career preparation is a process, a journey through which we, as educators, lead our students. This curriculum framework is designed to assist us in ensuring that our students have an effective roadmap for navigating their individual journeys.



MSAD #53 Curriculum: Career Prep PreK-2

(INTERDISCIPLINARY LINKS ARE PROVIDED AFTER EACH SWBAT. THE LINKS ARE TO MLR.)

Fundamental Knowledge & Skill – A Future Preparation

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to interact successfully with others in activities during and after school. (MLR – A1)

SWBAT...

- ...state classroom rule, the “Golden Rule.” (K) (SS-CIVICS-A1)
- ...actively participate in learning about “Courtesy, Respect, Cooperation & Positive Attitude. (K) (SS-CIVICS-A1)
- ...explain ways to be a good “citizen,” using the terms COURTESY, RESPECT, COOPERATION, and POSITIVE ATTITUDE. (GR1,2) (SS-CIVICS-A1)
- ...list examples of how to be a good “citizen” at school. (GR2) (SS-CIVICS-A1)
- ...demonstrate through structured school activities positive interaction with peers. (K,GR1.2) (SS-CIVICS-A1; H/PE-B1)

Indicator 2: Students will develop an ability to recognize which strengths and interests are required in jobs, at home, at school, or in the community. (MLR – A2)

SWBAT...

- ...define WORK as what they do in the classroom. (K) (SS-HISTORY-B1)
- ...state or write one thing they like to do at home and one thing they like to do at school. (K)
- ...state or write one thing they are good at doing. (K,GR1) (ELA-H3)
- ...state or write one thing they like to do in their community. (GR2) (SS-HISTORY-B1)
- ...describe one of their strengths and one of their interests. (GR2) (ELA-H3)

Indicator 3: Students will develop an ability to name work/career opportunities within the community. (MLR – A3)

SWBAT...

- ...identify by stating basic work/careers in the community, such as fireman, policeman, teacher, principal, nurse, doctor, dentist, from pictures of these careers. (K) (SS-HISTORY-B2)
- ...define WORK as what adults do to earn money. (K,GR1) (SS-HISTORY-B1)
- ...list jobs/careers that they see regularly within their community, and possibly identify people they know who have such careers. (GR1) (SS-GEOGRAPHY-B1)
- ...state/write the components of a career, such as school, work, and hobbies. (GR2) (ALL CONTENT AREAS)

Indicator 4: Students will develop an ability to exhibit important, appropriate behaviors required of workers. (MLR – A4)

SWBAT...

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- ...demonstrate expected school behaviors such as: raise hand, wait to be called on, tell others when they need something, use kind words **(K,GR1,2)** **(SS-CIVICS-A1)**
- ...list types or kinds of workers by job/career or workplace. **(K,GR1,2)** **(ALL CONTENT AREAS0)**
- ...describe some behaviors required of workers in various positions. **(GR1,2)** **(AL CONTENT AREAS)**

Fundamental Knowledge & Skill – B Education/Career Planning & Management

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to examine various reasons why people work. **(MLR – B1)**

SWBAT...

- ...state that some people work to earn money and to find satisfaction. **(K)** **(SS-ECON-A1; MATH-F2)**
- ...list reasons why money is necessary. **(GR1)** **(SS-ECON-A1; MATH-F2)**
- ...demonstrate what it must feel like to be happy in your job/career. **(GR1)**
- ...explain why it is important to work to earn money. **(GR2)** **(SS-ECON-A1)**
- ...state/write a personal career interest. **(GR2)** **(ELA WRITING ACTIVITY)**

Indicator 2: Students will develop an ability to recognize what is necessary for their career of interest. **(MLR – B2)**

SWBAT...

- ...state what someone might be good at doing if they have a certain career. **(K)**
- ...compare and contrast a “quiet” activity to an “active” activity at home and at school. **(K)**
- ...discuss what types of careers are related to particular units of study in school, i.e, when studying science, what does a scientist need to be good at. **(GR1)** **(ALL CONTENT AREAS)**
- ...apply and coordinate school subjects, tasks, and hobbies to specific careers. **(GR2)** **(ALL CONTENT AREAS)**
- ...state/write that a career includes studies, work, hobbies and personal interests that they like to do. **(GR2)** **(ALL CONTENT AREAS + ELA WRITING ACTIVITY)**
- ...write what they might want to be when they grow up and list one to three things they would need to be able to do for success in that career. **(GR2)** **(ELA WRITING ACTIVITY)**
- ...list jobs that correlate to what students feel they do well in. **(GR2)** **(ALL CONENT AREAS)**

Indicator 3: Students will develop an ability to recognize their own strengths and interests. **(MLR – B3)**

SWBAT...

- ...state what they do well in – both in and out of school. **(K,GR1,2)** **(ALL CONENT AREAS)**
- ...illustrate their most important strength (what they see themselves as being good at) and what they like best to do. **(K,GR1,2)** **(ALL CONTENT AREAS)**
- ...explain in some detail a favorite interest or hobby. **(GR2)** **(SHOW,TELL,SHARE ACTIVITY)**

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Fundamental Knowledge & Skill – C Integrated & Applied Learning

Students will develop an understanding of the effective relationship between education and career/work.

Indicator 1: Students will develop an ability to show how abilities and knowledge are used in the workplace and other settings. (MLR – C1)

SWBAT...

...identify places other than school where they see words (reading), numbers (math) and “school tools” (types of furniture, equipment, materials). (K) (SS-GEOG-B1)

...list and discuss places other than school where they see words (reading), numbers (math) and “school tools” (types of furniture, equipment, materials). (GR1,2) (SS-GEOG-B1)

...describe places or situations outside school where they might use certain things they learn in school. (K,GR1,2) (ALLCONTENT AREAS)

...explain some use of “school tools” in places other than school. (GR1,2) (SS-GEOG-B1 AND ALL CONENT AREAS)

Indicator 2: Students will develop an ability to identify major parts of a technological working system. (MLR – C2)

SWBAT...

...state the purpose(s) that a school building serves. (K) (SCIENCE-L3,M3)

...identify technological systems in their classrooms. (K,GR1,2) (SCIENCE-M2,M3)

...state from pictures of workers what tools they are using and why they are needed. (K,GR1,2) (SCIENCE-L6)

...write about a personal experience in which they recognized workers using various skills and tools to do their job. (GR2) ELA WRITING ACTIVITY; SCIENCE-L6)

Indicator 3: Students will develop an ability to apply their academic knowledge and skills to solve daily life problems. (MLR – C3)

SWBAT...

...list and state places where they might use the things they learn in school. (K) (SCIENCE-L4)

...describe ways in which school subjects, such as math, can be used in various jobs. (GR1,2) (SCINECE –L4,L5,L6)

...list examples of situations and daily life problems in which they might use the things they learn in school. (GR1,2) (SCIENCE-L4,M4)

...summarize how they might use their academic knowledge to solve daily life problems. (GR1,2) (ELA-D1; SCIENCE-L4,L5,L6)

Fundamental Knowledge & Skill – D Balancing Responsibilities

Students will develop an understanding of the successful balance needed in our lives for personal, family, community, and work responsibilities.

Indicator 1: Students will develop an ability to identify the various parts they play in their lives. (MLR – D1)

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SWBAT...

- ...define RESPONSIBILITY as what they are supposed to do. **(K,GR1,2)** **(SS-CIVICS-A1)**
- ...state three ways in which they are RESPONSIBLE at school and three ways at home. **(K)**
(SS-CIVICS-A1)
- ...list the sequence of events by importance of tasks for which they are daily responsible. **(GR1)**
(SS-CIVICS-A1;MATH-C1,C2)
- ...solve the problem of how to accomplish those tasks for which they are responsible. **(GR2)**
(SS-CIVICS-A1; ALL CONTENT AREAS)
- ...state two actions they can take in their community to demonstrate responsibility. **(GR2)**
(SS-CIVICS-A1)
- ...list the increasingly complex roles with that they play in their lives. **(K,GR1,2)** **(SS-HISTORY-B1)**
- ...explain how the increasingly complex roles they play might vary from family to family. **(GR1)**
(SS-HISTORY-B1)
- ...explain how the increasingly complex roles might vary based on where people live. **(GR2)**
(SS-HISTORY-B2)

Indicator 2: Students will develop an ability to describe and identify saving. **(MLR – D2)**

SWBAT...

- ...use a reward system of saving time, points, or marbles, etc to achieve a goal/reward. **(K,GR1,2)**
(SS-CIVIC-A1)
- ...explain a classroom reward system to another peer or to an adult. **(GR1,2)** **(ELA-E1,H3)**
- ...define SAVING as the act of continually adding to a collection and not taking away from that collection. **(GR1,2)** **(ELA-F2;SS-ECON-C1)**
- ...list ways and items that people might choose to save and tell why. **(GR1,2)** **(SS-ECON-C1)**
- ...demonstrate saving by sharing their collections, i.e., savings, of whatever they have been saving.
(GR1,2) **(SHOW,TELL,SHARE ACTIVITY)**

Indicator 3: Students will develop an ability to appreciate the significance of conservation. **(MLR – D3)**

SWBAT...

- ...define CONSERVATION. **(K,GR1,2)** **(SCIENCE-B1)**
- ...define RESOURCES. **(GR1,2)** **(SCIENCE-B1)**
- ...list examples of resources. **(GR2)** **(SCIENCE-B1)**
- ...state the importance of taking care of their school equipment and materials. **(K,GR1,2)** **(CIVICS-A1)**
- ...demonstrate proper care of school equipment by putting away equipment and materials properly.
(K,GR1,2) **(SS-CIVICS-A1)**
- ...describe the growth process of a tree in relation to the concepts of conservation and resources.
(GR1,2) **(ELA-E1;SCIENCE-ECOLOGY-B3)**
- ...apply background knowledge to explain the importance of conserving national forests. **(GR2)**
(ELA-E1;SCIENCE-ECOLOGY-B3)

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MSAD #53 Curriculum: Career Prep GR 3-4

Fundamental Knowledge & Skill – A Future Preparation

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to identify what is meant by "work," strategies for becoming knowledgeable about work, and how positive and negative attitudes affect one's ability to work with others. (MLR – A1)

SWBAT...

- ...define WORK through two different non-fiction resources. (GR3) (ELA-A1, H2)
- ...demonstrate that their attitudes affect others within a cooperative group setting, using a student-made scoring guide. (GR3) (ELA-G4, H1; HEALTH/PE-D4)
- ...critique how team effort affects the results of fund raisers by conducting a survey. (GR3) (ELA-H2, H3, H4)
- ...self-assess using a rubric within a small group activity to determine how their actions supported or did not support small group outcomes. (GR3) (ELA-H2; HPE-C5; SS-CIVICS-B5)
- ...perform assigned daily classroom jobs determined by their class. (GR3) (SS-CIVICS-B2; C3)
- ...define CAREER as the process a person transcends throughout his/her life, including educational experiences and both life and work skills acquired. (GR4) (ELA-A1, H1, H2)
- ...list three components of a person's career. (GR4) (ELA-H1, H2, H3)
- ...list three types of work. (GR4) (ELA-H1, H2, H3)
- ...list three components of a familiar person's job/career. (GR4) (ELA-H1, H2, H3)
- ...compare components of the careers of several people familiar to them. (GR4) (ELA-E4, H3)
- ...construct a t-chart to show components of a person's work and career. (GR4) (ELA- H3)
- ...construct a VENN diagram analyzing the present job/career of a person he/she knows well. (GR4) (ELA-G7, H3)

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Indicator 2: Students will develop an ability to use communication and listening skills that result in successful communication with others. (MLR – A2)

SWBAT...

- ...demonstrate the use of school rules by communicating and listening appropriately in a "Share Time" setting. (GR3) (ELA-C2; SS-CIVICS-A1, A2)
- ...give an oral presentation or project-share assessed by student/teacher-made MLR scoring guide. (GR3,4) (ELA-E4)
- ...dramatize effective communication skills through short skits or plays. (GR3,4) (ELA-F2)
- ...dramatize a character in a book utilizing communication and listening skills. (GR3,4) (ELA-B5)
- ...demonstrate a science experiment to the class. (The class will show understanding by reporting on that experiment.) (GR3) (SCI/TECH-ALL; ELA-F4)
- ...demonstrate communication and listening skills during classroom discussions. (GR3,4) (ELA-B3, B4, F2)
- ...provide appropriate feedback to and ask appropriate questions of peers following presentations by classmates. (GR4) (ELA-B3, B4, C4)

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Indicator 3: Students will develop an ability to understand the connections between locally generated products and services and what is required to create these products and services. (MLR – A3)

SWBAT...

- ...define & identify PRODUCT and SERVICE. (GR3) (ELA-A1, D2, D3)
- ...explain what people they know do for a living. (GR3) (SS-ECON-B2; ELA-G3, G4)
- ...talk about businesses in the community and tell what they do. (GR3) (SS-ECON-B2; ELA-G3, G4, G7)
- ...name where certain foods come from, how they are grown, and what businesses might have connections to these foods. (GR3) (ELA-H1, H2, H3, H5; SS-ECON-B1)
- ...name what services exist in our community and why they may have gotten started. (GR3) (ELA-G4, G7, H1, H2; SS-ECON-B2)
- ...list and summarize more than five different types of work. (GR4) (ELA-G4, G7, H1, H2; SS-Econ-B2)
- ...list and summarize more than five different types of work in his/her community. (GR4) (ELA-G4, G7, H1, H2; SS-ECON-B2)
- ...discuss types of work encountered in all content areas in the classroom. (GR4) (ELA-H1, H5; SS-CIVICS-A2)
- ...identify five different types of work (jobs) within a local business. (GR4) (ELA-H1, H5; SS-ECON-B1)
- ...name three locally generated products and explain how they are made. (GR4) (ELA-H1, H2, H4, H5; SS-GEOG-B2, B3; SS-ECON-B1, B2)

Indicator 4: Students will develop an ability to explain the importance of work for an individual and for their society. (MLR – A4)

SWBAT...

- ...define and identify WORK. (GR3) (ELA-A1; SS-CIVICS-A2)
- ...state reasons why work is necessary (i.e.: income, self-esteem or self-worth, integrity, caring, need, etc.). (GR3,4) (ELA-E4, F2, G7; SS-Econ-A1; SS-CIVICS-A2)
- ...discuss the purpose of money and give reasons why we use it. (GR3) (ELA-E4, F2, G7; SS-Econ-A1, A2; Math-N&NS-A3; SS-CIVICS-A1)
- ...relate work to earning money, personal rewards, and benefits to one's community and society. (GR3,4) (ELA-H1, H2, H3, G1, G4, G7; SS-Econ-A1, B2; SS-HIST-B1)
- ...illustrate how work builds societies (i.e., show how work builds communities). (GR3) (ELA-H3; SS-GEOG-B1, B2, B3; SS-Econ-B2)
- ...analyze the ways in which certain types of work benefit the individual and the society. (GR4) (ELA-D3; SS-Econ-B2, C1)

Indicator 5: Students will develop an ability to be aware of their own interests, aptitudes, and abilities. (MLR – A5)

SWBAT...

- ...identify interests they have by doing student interviews at the beginning of the school year. (GR3) (ELA-H1)
- ...define APTITUDES, ABILITIES. (GR3) (ELA-A1)

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- ...list famous people and what their abilities are. (GR3) (ELA-H2, H3; All other content areas)
- ...demonstrate their interests and abilities during "share time" or "talent time." (GR3) (ELA-C2, E4, F2; SS-HIST-B1; SS-CIVICS-A1, A2)
- ...compare their interests to possible interests of children from other cultures. (GR3) (ELA-B1, B7; D3, D7; SS-CIVICS-D2; SS-GEOG-A2, B2)
- ...compare prized aptitudes and abilities from their culture to those of other cultures. (GR3) (ELA-B1, B7; D3, D7, H2, H3, H4; SS-CIVICS-D2; SS-GEOG-A2, B2)
- ...list three things they are good at. (GR4) (ELA-H2, H3)
- ...explain how they know they are good at each of the three things above. (GR4) (ELA-D5, D7, F2)
- ...list three things that they could improve in. (GR4) (ELA-H1, H2, H3, H4, H5)
- ...explain how they could achieve improvement in the areas listed above. (GR4) (ELA-H1, H2, H3, H4, H5)
- ...explain why different individuals might be well-suited for certain types of work. (GR4) (ELA-A1; SS-ECON-B4, B5)

Fundamental Knowledge & Skill – B Education/Career Planning & Management

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to use a variety of resources, including self-assessment, to learn about a personal career interest and to combine school and work experiences to understand their career goals. (MLR – B1)

SWBAT...

- ...define CAREER. (GR3) (ELA-A1; SS-ECON-B4, B5)
- ...describe careers held by people in their nuclear and extended families. (GR3) (ELA-H1, H3, F2; SS-ECON-B4)
- ...research and analyze a career choice through the use of a variety of materials, including non-fiction materials (i.e.: magazines, internet, newspapers, books, etc.). (GR3, 4) (ELA-B11, D3, D7, H1, H2; All other content areas)
- ...give a project demonstration of a personally selected career interest through the use of different media (i.e.: mobile, poster, creative visual, interviews, etc.) (GR3, 4) (ELA-F2, H3, G6, G7)
- ...list at least three career areas that they find interesting. (GR4) (ELA-H1, H2, H3, H4, H5; All other content areas)
- ...list two activities that they could do to investigate careers of their choice. (GR4) (ELA-D7, H1, H2, H4)

Indicator 2: Students will develop an ability to determine potential career options by collecting information about their own interests, abilities and aptitudes. (MLR – B2)

SWBAT...

- ...choose jobs/careers they think they might want to do when they're older. (GR3) (ELA-H1, D1, D2, D3, D4, D5, D6, D7)
- ...give an oral presentation or project share assessed by student/teacher-made MLR scoring guide. (GR3) (ELA-E4, E5, E6, F2, G5, G6, G7)

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- ...dramatize effective communication skills. (GR3) (ELA-G5, G7; VPA-THEATRE ARTS)
- ...dramatize a character in a book utilizing communication and listening skills. (GR3) (ELA-F2, G4, G5, G6, G7, H5; VPA-THEATRE ARTS)
- ...demonstrate a science experiment to the class. (GR3) (ELA-E4, F2, J2; All science content areas)
- ...apply communication and listening skills during general classroom discussions. (GR3) (ELA-E4, E5, F2)
- ...list three academic areas they enjoy at school.. (GR4)
- ...list three activities in which they excel at school. (GR4)
- ...list three activities they enjoy outside of school. (GR4)
- ...list three activities in which they excel outside of school. (GR4)
- ...use their interests, abilities and aptitudes, develop at least two goals for their future career. (GR4)

Indicator 3: Students will develop an ability to identify job-hunting strategies and the skills necessary to hold a job. (MLR – B3)

SWBAT...

- ...compare and contrast the skills necessary to hold a job to the skills necessary for being a good student. (GR3) (ELA-D7; H1, H2, H3; SS-Civics-A1, A2)
- ...list the skills necessary for a particular career by researching that career. (GR3) (ELA-H1, H2, H3, H4; All other content areas)
- ...compare their skills for being a good student to skills necessary to hold a job by interviewing parents and friends of parents. (GR3) (ELA-H1)
- ...demonstrate the ability to communicate and listen appropriately by observing the school rules. (GR3) (ELA-F2; SS-CIVICS-A1, A3)
- ...list ways of being responsible at a job, i.e., getting to work on time, etc. (GR3,4) (ELA-D7, H1, H4; SS-CIVICS-A2)
- ...name several kinds of employment by locating and reading the employment advertisements in their local newspapers. (GR4) (ELA-H2, SS-ECON-B4)
- ...determine ways in which they might obtain a specific job, i.e., as a mechanic or a secretary. (GR4) (ELA-H1, H2, H4)

Fundamental Knowledge & Skill – C Integrated & Applied Learning

Students will develop an understanding of the effective relationship between education and career/work.

Indicator 1: Students will develop an ability to show how new technological situations create new products and new roles. (MLR – C1)

SWBAT...

- ...define TECHNOLOGY (the system by which a society provides its members with those things needed or desired.). (GR3) (ELA-A1; SCI-TECH-M3)
- ...state products that have resulted from two inventions i.e., electricity-light bulbs. (GR3, 4) (ELA-G7, H1, H2, H3, H4, H5; SCI-TECH-M2; All other content areas)
- ...discuss how products have evolved as a result of improved technology. (GR3,4) (ELA-E4, F2, H1, H3; SCI-TECH-M1, M2, M3; All other content areas)

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...explain the need for advanced education and training and life-long learning because of improved and improving technology. (GR4) (ELA-E4, F2, H1, H2; SCI-TECH-M1, M3; All other content areas)

Indicator 2: Students will develop an ability to identify major parts of a technological working system. (MLR – C2)

SWBAT...

...identify a WORKING TECHNOLOGICAL SYSTEM (and components: INPUT, PROCESS, OUTPUT, FEEDBACK) when talking about school, classroom, or community. (GR3,4) (ELA-A1, D3, H1)

...identify "jobs" in our community. (GR3) (ELA-A1, H1; All other content areas)

...analyze how these jobs make our community work effectively. (GR3) (ELA-D3, H1; All other content areas)

...define INPUT, PROCESS, OUTPUT, FEEDBACK. (GR4) (ELA-A1, D3, H1)

...demonstrate through role-play a working technological system, i.e., the creation of the washing machine. (GR4) (ELA-E4, F2, G7, H3; VPA-THEATRE ARTS; All other content areas)

...illustrate the components of our community's water system by taking a field trip or listening to a speaker from the water dept. (GR4) (ELA-G7, H3; SCI-TECH-M4)

Indicator 3: Students will develop an ability to identify academic knowledge and skills related to the workplace. (MLR – C3)

SWBAT...

...describe a career of their choice and state what academic fields may be part of that career. (i.e., a truck driver needs to keep a log of his driving time. EX: Knowing time is in the field of math.) (GR3) (All content areas)

...explain how a particular academic field might be necessary for a particular job/career. (GR3) (ELA-F2; All content areas)

...list important content areas from their own academic and extracurricular programs at school (to include reading, writing, math, science & health, social studies). (GR4) (ELA-H3; All content areas)

...name or discuss specific important skills from various content areas studied at school. (GR4) (ELA-F2; All content areas)

...list three specific skills learned in each of the content areas discussed above. (GR4) (ELA-H3; All content areas)

...illustrate the relationships of the specific skills learned at school to types of work/tasks used in jobs in the community. (GR4) (ELA-H1, H3; SS-GEOG-B2; All content areas)

...illustrate the relationship of specific skills learned at school to activities people do at home or for recreation. (GR4) (ELA-H1, H3; SS-GEOG-B2, B3)

Fundamental Knowledge & Skill – D Balancing Responsibilities

Students will develop an understanding of the successful balance needed in our lives of personal, family, community, and work responsibilities.

Indicator 1: Students will develop an ability to exhibit responsible behavior. (MLR – D1)

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SWBAT...

...define RESPONSIBLE BEHAVIOR as it applies to school standards. **(GR3) (ELA-A1, D7; SS-CIVICS-A2, A3)**

...demonstrate by example: completing their work on time, daily good use of free time, following through with assigned chores. **(GR3) (ELA-E4, E5, E6; SS-CIVICS-A2)**

...compare and contrast school rules to home rules. **(GR3) (ELA-G7, H3; SS-CIVICS-A2, A3)**

...state examples of actions that cause positive consequences and actions that cause negative consequences. **(GR3) (ELA-F2)**

...demonstrate being prepared by showing good organizational skills and being able to obtain all their necessary materials for the current assignment. **(GR3) (ELA-E4, E5)**

...discuss the word BALANCE in relationship to family/personal activities and school homework activities. **(GR3,4) (ELA-A1, D7, F2)**

...state ways to demonstrate being responsible at home, in school, and in your community. **(GR4) (ELA-F2; SS-CIVICS-A2, A3)**

...explain how demonstrating responsibility as a student will help in being a responsible employee later in work settings. **(GR4) (ELA-D7, F2; SS-CIVICS-A2)**

Indicator 2: Students will develop an ability to schedule school and after-school activities. **(MLR – D2)**

SWBAT...

...construct a weekly schedule of their daily activities. **(GR3) (ELA-E3)**

...state the methods they use to get to school and to after-school activities on time. **(GR3) (ELA-E3, E4, E5)**

...read and explain posted schedules within the classroom. **(GR3) (ELA-B1, B2, F2)**

...demonstrate good time management skills by having projects in on time. **(GR3, 4) (All content areas)**

...develop a personal weekly calendar showing time allotted for school, after-school activities, homework, and family. **(GR4) (ELA-H3)**

Indicator 3: Students will develop an ability to show that the personal security and the economic stability of the family is greatly impacted by earning, saving and spending money. **(MLR – D3)**

SWBAT...

...demonstrate earning, saving and spending by planning and participating in class fundraising projects to achieve a class goal (i.e., trip to Boston). **(GR3) (SS-Econ-B1)**

...explain how they work as a team in earning points, time, and money towards a common reward. **(GR3, 4) (SS-Econ-B2)**

...state the components of earning a reward/achieving a goal. **(GR3,4) (All content areas)**

...analyze how the necessary steps toward earning a reward impact the achievement of that reward/goal. **(GR4) (ELA-D3)**

...compare and contrast the necessary steps toward earning a reward/goal to the skills necessary to hold a job/career. **(GR4) (All content areas)**

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MSAD #53 Curriculum: Career Prep GR 5-8

(INTERDISCIPLINARY LINKS ARE PROVIDED AFTER EACH SWBAT. THE LINKS ARE TO MLR.)

Fundamental Knowledge & Skill – A Future Preparation

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to identify effective behaviors and attitudes appropriate for the workplace. (MLR – A1)

SWBAT...

...define CAREER. (GR5,6) (ELA-D1,D8,H1,H4,H5,H7)

...differentiate between a job and a career. (GR5,6) (ELA-H1)

...identify personal behaviors and attitudes that help ensure an effective classroom/workplace. (GR5,6) (ELA- G3,GH4,H9,H10; H/PE- D4,D8)

...define COMPROMISE. (GR7,8) (ELA-H1,H4,H5,H7)

...identify effective workplace behaviors and attitudes. (GR7,8) (ELA-H1,H2)

...relate appropriate workplace behaviors and attitudes to their school activities. (GR7,8) (ALL CONTENT AREAS)

...explain how to determine the "right" career for themselves. (GR7,8) (ELA-H1,H8)

...explain how personal interests, skills, and abilities help decide careers. (GR7,8) (ELA-H2)

...identify personal preferences and tell how they might be important in the workplace. (GR7,8) (ELA-H2)

define GENDER STEREOTYPING, GENDER BIAS. (GR7,8) (SS-HIST-B4;SCI-K5;ELA-D8)

...demonstrate attitudes, behaviors, and skills that can help eliminate gender-bias and stereotyping. (GR8) (SS-ECON-B4)

Indicator 2: Students will develop an ability to use effective strategies and skills for teamwork, communication and negotiation to ensure successful communication. (MLR – A2)

SWBAT...

...explain the importance of learning the skills of a good team member. (GR5,6,7,8)

...identify and demonstrate effective communication skills. (GR5,6,7,8)

...explain the value of compromise when working as a team. (GR5,6,7,8)

...record acts of compromise. (GR5,6,7,8)

Indicator 3: Students will develop an ability to identify the makings of a successful business. (MLR – A3)

(LINKS FOR ALL SWBATS TO SS-ECON-A1,C2)

SWBAT...

...list characteristics of success in the business world. (GR5,6)

...describe a successful business. (GR5,6,7,8)

...differentiate between PRODUCT and SERVICE. (GR7,8)

...discuss successful businesses that they know about. (GR7,8)

...identify successful businesses in their community, their state, and nationally. (GR7,8)

...compare and contrast businesses of the present to those of the past. (GR7,8)

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- ...describe the impact of technology on businesses. (GR7,8)
- ...predict components of potentially successful future businesses. (GR7,8)
- ...define ECONOMY, LOCAL ECONOMY, GLOBAL ECONOMY, PROFIT, STOCK MARKET. (GR7,8)
- ...analyze and compare the career fields that are growing and those that are declining. (GR8)

Indicator 4: Students will develop an ability to identify the connections among personal interests, skills, abilities, and career. (MLR – A4)

SWBAT...

- ...identify favorite and best classes/subjects, hobbies, and interests to aid in career choices, and explain why these are favorites. (GR5,6)
- ...name career opportunities that their favorite/best classes, hobbies, and interests might lead them to. (GR5,6)
- ...define PERSONALITY INVENTORY and tell how it can be helpful in choosing a career. (GR5,6)
- ...differentiate between aptitude and ability. (GR7,8)
- ...develop a personal profile: interests, personality traits, aptitudes, abilities, values, learning styles, social skills, lifestyle goals, personal health and management skills, previous experience, self-evaluation. (GR7,8)

Fundamental Knowledge & Skill – B Education/Career Planning & Management

Students will develop an understanding of work: available career choices and the relationship of their personal abilities, skills, and interests to career choices.

Indicator 1: Students will develop an ability to explore career options by collecting information about their own interests, abilities and aptitudes. (MLR – B1)

SWBAT...

- ...differentiate among careers in the same field (e.g., advertising and art, etc.) (GR5,6,7,8)
- ...define their own personality traits. (GR5,6,7,8)
- ...compare their personality traits to those desirable for careers of their choice.
- ...identify career interests. (GR5,6,7,8)
- ...align school subject with various career requirements. (GR5,6,7,8)
- ...define their own personality traits. (GR7)
- ...develop personality surveys. (GR7)
- ...identify career patterns within their own family. (GR7)
- ...discuss and identify six career personality categories. (GR7,8)
- ...conduct a career research related to their personality category. (GR7,8)
- ...collect information about personally interesting careers by using text, media, and person-to-person resources. (GR7,8)
- ...categorize careers into personality types. (GR7,8)
- ...develop portfolio for career prep. (GR7,8)
- ...identify and describe jobs/careers nationally, globally. (GR7,8)
- ...classify jobs/careers in general categories. (GR7,8)

Indicator 2: Students will develop an ability to relate work environments to occupational educational requirements. (MLR – B2)

SWBAT...

- ...map out the educational path necessary to achieve various career options of their choice. (GR5,6)
- ...identify post-secondary educational requirements related to personally interesting careers. (GR7,8)
- ...tell which post-secondary degrees are required for various careers. (GR7,8)
- ...link school and work environments. (GR8)
- ...describe and demonstrate criteria for 'quality' work. (GR7,8)
- ...identify resources for exploring jobs/careers. (GR7,8)

Indicator 3: Students will develop an ability to relate their school experiences to work-based experiences in order to identify possible career goals. (MLR – B3)

SWBAT...

- ...list work-based experiences and tell how these experiences relate to their school experiences. (GR5,6,7,8)
- ...state their likes and dislikes regarding these experiences. (GR5,6,7,8)
- ...name careers associated with or related to their career interests. (GR7,8)
- ...access appropriate routes for school-to-work choices. (GR7,8)
- ...integrate positive school/work experiences. (GR7,8)
- ...research careers that favor their positive experiences. (GR7,8)

Fundamental Knowledge & Skill – C Integrated & Applied Learning

Students will develop an understanding of the effective relationship between education and career/work.

(SCI-L1,L2,M1,M3)

Indicator 1: Students will develop an ability to research standards from ethical and legal standpoints related to applied technology (communications, liabilities, safety, patents/copyrights). (MLR – C1)

SWBAT...

- ...explain how economics and technology impact the world's job market. (GR7,8)
- ...define COMMUNICATIONS, LIABILITY, SAFETY, PATENT, COPYRIGHT, and PRIVACY. (GR7,8)
- ...explain how communications, liability, safety, patents, copyrights, privacy rights have changed the workplace (historical reporting). (GR7,8)

Indicator 2: Students will develop an ability to identify current developments in technology and make predictions about the direction in which they could take us. (MLR – C2)

(SCI-L6,M7,M8)

SWBAT...

- ...analyze how careers have changed over time. (GR5,6) (SS-HIST-A1)

- ...analyze how educational needs for various careers have changed over time. (GR5,6) (SS-HIST-A1)
- ...determine and explain how technology has affected various careers. (GR7,8)
- ...explain how specific changes in careers brought about by technology have altered the educational requirements for those careers. (GR7,8)
- ...describe the various ways that male and female roles in the workplace have changed. (GR8)
- ...identify how technology has contributed to the changing career patterns of men and women. (GR8)
- ...choose a computer program, explain its use and propose a future application of it to the world of work. (GR7,8)
- ...demonstrate entry-level competencies in word-processing, spreadsheet, database, and graphic programs. (GR7,8)
- ...predict a possible 'next step' in the field of technology based on collected data. (GR7,8)

Indicator 3: Students will develop an ability to apply academic knowledge and skills to career problems. (MLR – C3)

SWBAT...

- ...describe a career and list three possible problems that could occur within this career. (GR5,6)
- ...state reasons why career problems may require application of academic knowledge and skills. (GR5,6)
- ...compare and contrast school tasks with various careers. (GR5,6)
- ...demonstrate effective study habits and productive information-seeking habits. (GR5,6)
- ...describe how being a student is similar to being an adult worker. (GR5,6)
- ...identify TRANSFERABLE SKILLS. (GR7,8)
- ...give examples of how transferrable skills might be used to help solve career problems. (GR7,8)

Fundamental Knowledge & Skill – D Balancing Responsibilities

Students will develop an understanding of the successful balance needed in our lives for personal, family, community, and work responsibilities.

Indicator 1: Students will develop an ability to identify the possible effects important factors (such as history, environment, the economy, and personal characteristics) can have on the choices we make as individuals and as families. (MLR – D1)

(SS-HIST-A,B;SS-GEOG-A3,B1,B2,B3,B4;SS-ECON-A1;SCI-K1,K5)

SWBAT...

- ...describe a time in history and how families lived during this time. (GR5,6)
- ...compare and contrast choices that families in other historical periods had to make with those similar to the ones your family has to make. (GR5,6)
- ...list specific behaviors families of earlier time periods demonstrated and describe how they relate to modern times. (GR5,6)
- ...develop a timeline of changing important factors that needed to be considered over time. (GR5,6)
- ...list and explain things that determine a person's lifestyle (e.g., socioeconomic status, culture, values, occupational choices, work habits, etc.). (GR7,8)
- ...define ENVIRONMENT. (GR7,8)
- ...describe two different environments or economies. (GR7,8)

...compare and contrast choices families like yours would have to make in different environments or economies. (GR7,8)

...show two ways that skills for workplace can be acquired through leisure activities. (GR7,8)

...identify economic concepts and their relationship to personal and financial choices. (GR7,8)

Indicator 2: Students will develop an ability to use child development and human behavior theories. (MLR – D2)

...define RESPONSIBILITY (GR5,6)

...list responsible behaviors and irresponsible behaviors in school and at home. (GR5,6)

...define LEISURE ACTIVITIES (GR5,6)

...list more than five responsible leisure activities. (GR5,6)

...define LIFESTYLE. (GR5,6)

...list at least three ways that one's occupational choice can affect one's lifestyle. (GR5,6)

...list acceptable behaviors in the workplace. (GR7,8)

...explain how work roles complement family roles. (GR7,8)

Indicator 3: Students will develop an ability to demonstrate the importance of earning, saving, and spending money for our personal security and for the economic stability of the family. (MLR – D3)
(SS-ECON-A1,A2,A3,B5)

SWBAT...

...state reasons why people earn money, save money, and spend money. (GR5,6)

...define SECURITY, ECONOMIC STABILITY. (GR5,6)

...understand the difference between careers with low money and leisure time and the opposite. (GR8)

...budget a paycheck and calculate house payments, car payments, and payroll deductions. (GR8)

...compare and contrast different types of work schedules.

Indicator 4: Students will develop an ability to explain strategies that help to balance responsibilities and priorities. (MLR – D4)

SWBAT...

...apply time management skills by balancing conflicting priorities. (i.e., band, sports, homework, family). (GR5,6,7,8)

...describe the importance of leisure activities in helping to balance role responsibilities. (GR7,8)

...apply time management skills by balancing conflicting priorities. (i.e., band, sports, homework, family) (GR7,8)

Indicator 5: Students will develop an ability to take responsibility for themselves and their actions during school time. (MLR – D5)

(SS-CIVICS-A1,C2)

SWBAT...

...recognize responsibilities as a student. (GR5,6,7,8)

...develop and describe study/homework skills. (GR5,6)

