

**3-5 Career Prep. Curriculum**

<i>Objectives</i>	<i>Learner Outcomes:</i>	<i>Grade Introduced</i>	<i>Grade Assessed</i>	<i>Suggested Assessment</i>	<i>Learning Results Tie-in</i>	<i>Suggested Activities:</i>	<i>Suggested Resources</i>
<p><b><u>INVESTIGATION, SELF-KNOWLEDGE, &amp; DECISION-MAKING:</u></b></p> <p>1. Students will understand how discovery &amp; respect of themselves, others, &amp; their world expands their curiosity &amp; opportunities.</p>	<p><b>Students will be able to:</b></p> <p>1.A. identify learning style &amp; work preferences of self &amp; others.</p>	1A.5		1A. Journal, charts, self-profile	1A: A-5, B-2	<ul style="list-style-type: none"> <li>• Monthly speakers or field trips</li> <li>• <i>Magic School Bus</i>-like around the world activities</li> <li>• Meet &amp; work with visiting musicians, actors, &amp; artists</li> <li>• <i>Real people</i> guest speakers</li> <li>• CLIMBERS</li> <li>• Adventure Learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Getting Along</i> program</li> <li>• Conflict resolution skills curriculum</li> <li>• <i>Don't laugh at me</i> by Peter Yarrow</li> <li>• National Center for student aspirations materials</li> <li>• Peace Studies at Maine</li> <li>• <i>Excel</i> at USM</li> <li>• Global Ethics Organization</li> <li>• Guidance dept.</li> <li>• <i>The Great Body Shop</i></li> </ul>
	<p>1B. Describe a variety of work opportunities, related interests, &amp; qualifications (including local, regional, &amp; the world).</p>	1B. 5 Local, 3 Regional and the world, 4		1B. Charts	1B: A-3, B-1, 2, 3, C-3		
<p>2. Students will understand how their choices &amp; actions affect their ability to work as team members.</p>	<p>2A. Identify how their own &amp; other's work preferences &amp; skills contribute to a group effort.</p>	2A. 3	2A. 5	2A. Process journal, group evaluations	2A: A-1, 2, 4, D-1		
	<p>2B. Demonstrate both individual &amp; group decision-making skills &amp; apply them appropriately.</p>	2B. 5	2B. 5	2B. Teacher documented observation, group assessment	2B: A-1, 2, D-1		

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<p><b><u>GOAL SETTING:</u></b></p> <p>1. Students will understand the importance of goal setting as a process for personal achievement.</p>	<p><b>Students will be able to:</b></p> <p>1.A. set short term &amp; long-term goals and evaluate their progress toward them (including daily, weekly, monthly, quarterly, &amp; school year).</p>	1A. 3	1A. 5	1A. Journal, charts, flow charts, teacher documented observation, conferences	1A: D-1, 2	<ul style="list-style-type: none"> <li>• Producing a concert, play, art show, etc.</li> <li>• Set goals &amp; check progress</li> <li>• Academic performance conference with students</li> <li>• Use rubrics</li> <li>• Group discussion &amp; peer feedback</li> <li>• CLIMBERS</li> <li>• Adventure Learning</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Making better choices</i></li> <li>• Refusal skills program</li> <li>• <i>Real Game</i></li> <li>• Guidance Dept.</li> <li>• <i>The Great Body Shop</i></li> </ul>
	<p>1B. Demonstrate how goal-setting techniques can apply to achieving their chosen dreams.</p>	1B. 3 and 4	1B. 5	1B. Storyboard, journals, teacher documented peer sharing	1B: A-5, B-1		
	<p>1C. Explore &amp; identify multiple pathways to reach a given goal (including career path).</p>	1C. 5		1C. Brainstorm list, web chart, pre & post chart assessments	1C: C-3		

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<p><b><u>ASPIRATIONS &amp; APPLIED LEARNING:</u></b></p> <p>1. Students will understand the value of learning in relation to achieving their aspirations and accessing real world opportunities.</p>	<p><b>Students will be able to:</b></p> <p>1.A. describe the academic, technological, experiential skills needed for a variety of jobs/careers.</p>	1A. 4	1A. 5	1A. Job fair, simulations, comparative charts, Venn diagrams & spreadsheets	1A: B-1, C-3	<ul style="list-style-type: none"> <li>• Career day with follow-up student summaries</li> <li>• Simulation of career &amp; mock job fair</li> <li>• Career search walk field trip to identify jobs in a block of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Employers</li> <li>• Parents</li> <li>• Internet</li> <li>• <i>Building Blocks for the future</i></li> <li>• Newspapers</li> <li>• <i>Project Adventure</i></li> <li>• Learning styles resource information</li> <li>• Guidance dept.</li> </ul>
	<p>1B. Identify the various roles technology plays in the home, at school, and in the world of work.</p>	1B. 3	1B. 5	1B. Charts, presentations, narrated video	1B: B-1, C-1, 2		
	<p>1C. Identify &amp; analyze the pros and cons of a variety of future personal &amp; career choices.</p>	1C. 3	1C. 5	1C. Journal, personal learning plan, portfolio, charts	1C: A-5, B-1, 2		

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<p><b><u>WORK, SELF, &amp; OTHERS:</u></b></p> <p>1. Students will understand the need for balance between the responsibilities to self, home, school &amp; community.</p>	<p><b>Students will be able to:</b></p> <p>1.A. Identify their personal, school, &amp; community responsibilities and the levels of choice they have in meeting those responsibilities.</p>	1A. Personal, 3 School, 4 Community, 5		1A. List, chart	1A: A-4, B-3, D-1, 2, 3	<ul style="list-style-type: none"> <li>• Mentoring younger kids</li> <li>• Reading buddies</li> <li>• Lunch room buddies</li> <li>• Group projects &amp; presentation</li> <li>• School banking program</li> <li>• <i>Real Game</i></li> <li>• Make a difference day</li> </ul>	<ul style="list-style-type: none"> <li>• High school peer helpers</li> <li>• Vocational/technical program</li> <li>• Day planners schedule book</li> <li>• <i>Real Game</i></li> <li>• Guidance dept.</li> </ul>
	1B. Create & adapt personal schedule for their responsibilities.	1B. 3	1B. 5	1B. Schedule, journal	1B: A-5, B-3, D-1, 2		
	1C. Identify & analyze pros and cons of personal & group responsibility & good work habits to produce quality products or outcomes.	1C. 3	1C. 5	1C & D. group assessment, chart, journal	1C: A-1, 2, 4, B-3		
	1D. Identify formal & informal group roles & analyze his/her personal effectiveness in each.	1D. 3	1D. 5	1C & D. group assessment, chart, journal	1D: A-4, 5, B-3		
	1E. Demonstrate an understanding of earning, spending, & saving money & other resources in relations to personal, family, school & community goals.	1E. 3	1E. 5	1E. Teacher documented observation, articles	1E: D-3		