

6-8 Career Prep. Curriculum

<i>Objectives</i>	<i>Learner Outcomes:</i>	<i>Suggested Assessment</i>	<i>Suggested Activities:</i>	<i>Suggested Resources</i>	<i>Grade</i>	<i>Subject</i>	<i>Unit</i>	<i>Learning Results Tie-in</i>
<p><u>INVESTIGATION, SELF-KNOWLEDGE, & DECISION-MAKING:</u></p> <p>1. Students will understand the importance of growth & change in themselves & others & how their skills, talents, & abilities are useful in the world around them.</p>	<p>Students will be able to:</p> <p>1.A. compare & contrast a variety of work & career opportunities to establish how they match their skills, talents, & abilities.</p>	<p>1A. <i>Real Game</i>, portfolio, presentation</p>	<ul style="list-style-type: none"> • <i>Real Game</i> • Career center development • Field trips • Job shadowing • Community presenters • Personality assessment • Career video • <i>ABLE</i> program • Talent search (METS) • Regional music, art, & drama festival • Artists to work with students 	<ul style="list-style-type: none"> • Career center • Chamber of Commerce • <i>Maine Jobs</i> box by MOICC • Rotarians, Kiwanis, etc. • Vo-tech • Scarborough Blood Research • Career Development Center • Jackson Lab • Holland Assessment • Differential Aptitude Test • Aveena Botanicals • Belfast Dance studio • National Theater Workshop • Guidance dept. 	8	Guidance		1A: A-4, B-1

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<p><u>INVESTIGATION, SELF-KNOWLEDGE, & DECISION-MAKING:</u></p> <p>1. Students will understand the importance of growth & change in themselves & others & how their skills, talents, & abilities are useful in the world around them.</p>	1B. Identify the changes in their interests, abilities & occupational curiosity.	1B. Self assessment inventory, chart			1A. 8 1B. 8	Guidance	<p>1A. Real game all students Step-up day by H.S. guidance, 9th grade teachers and H.S. students</p> <p>Transition night (prior spring for students and parents by H.S. guidance, 9th grade teachers and H.S. students</p> <p>1B. Real Game Interest Survey Holland Survey DAT</p>	1B: B-1, 2
2. Students will understand that effective communication, ethical standards, & teamwork skills are necessary for successful life & work experiences.	2A. Analyze their effectiveness in a variety of roles in a group.	2A. Class demo, role plays, journal			2A. 6-8			

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2. Students will understand that effective communication, ethical standards, & teamwork skills are necessary for successful life & work experiences.	2B. Identify teamwork skills & apply them to a variety of workplace situations.	2B. Interviews, journal presentation			2B. 7, 8		2B. Begin year Getting To Know You team builder's activities. 3-D Map Building Real Game (8)H.S. students and guidance counselor go to all 8 th grade homerooms for H.S. schedules. Overview of course for student/career plans, etc. done in workshop with each class. In Feb. H.S. guidance counselor meets with 8 th graders for general expectation/preparation for H.S.	2B: A-1, B-3
	2C. Use effective communication & negotiation skills for decision-making, problem solving, conflict resolution, & collaboration	2C. Teacher documented, conferencing, team process, evaluations			2C. 6 and 8		2C. ABLE (Activity Based Learning Experiences) Service Learning	2C: A-2

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<p><u>GOAL SETTING:</u></p> <p>1. Students will understand the importance of flexibility & adaptability in goal setting as a process for personal & career achievement.</p>	<p>Students will be able to:</p> <p>1.A. analyze the necessary preparation for a variety of career paths and create a personal career plan.</p>	<p>1A. Presentation, report, personal learning plan</p>	<ul style="list-style-type: none"> • Trips to area colleges, museums, businesses, voc-tech schools • Role playing scenarios • Career path webs • <i>Real Game</i> • <i>ABLE</i> • Camp Kiev • Ensemble work in the arts • Life skills 	<ul style="list-style-type: none"> • <i>ABLE</i> • Camp Kiev • <i>Real Game</i> • <i>Conflict Resolution in Middle School</i> by Kriedler • Life skills • Guidance dept. 	<p>1A. 6, 7, 8</p>	<p>Guidance</p>	<p>1A. Career Education Portfolios Personal Career Plan</p>	<p>1A: A-2, 3, B-1, 2, C-1, D-1</p>
	<p>2A. Evaluate their communication, negotiation, decision-making, problem solving, conflict resolution & collaboration skills & their impact on their personal career plan.</p>	<p>2A. Portfolio, presentation, video tape, review/critique</p>				<p>2A.6, 7, 8</p>	<p>2A. Constructive and supportive classroom, school and community rules</p> <p><i>ABLE</i></p> <p>Personal Career Plan</p>	

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<p><u>ASPIRATIONS & APPLIED LEARNING:</u></p> <p>1. Students will understand the value of learning experiences in expanding their opportunities in the real world.</p>	<p>Students will be able to:</p> <p>1.A. apply experiential learning of a real world simulation to their own aspirations (including income, expenses, lifestyle, community service, & community affiliation).</p>	<p>1A. Journals, reports, personal learning plan/portfolio</p>	<ul style="list-style-type: none"> • <i>Real Game</i> • <i>Life Skills</i> • <i>Get a life</i> portfolio • <i>Lessons for Life</i> book • Field trips to a variety of colleges with campus experience (including art, vocational, small, large, private and public programs) • Work site visits • Apprenticeship program visits • Role playing • Guest presenters 	<ul style="list-style-type: none"> • <i>Real Game</i> • <i>Life Skills</i> • <i>Get a life</i> portfolio • <i>Lessons for Life</i> book • Old Town Canoe • Wood boat • Maine Maritime • Court system & jails • Government • Guidance dept. 	1A. 7	Guidance	<p>1A. Math and Money</p> <p>Real Game</p> <p>Service Learning</p>	1A: A-4, B-1, 3, C-3, D-1, 3, 4	
	<p>1B. Demonstrate understanding of the role of changing technology and its impact on life, work, & ethical implications.</p>	<p>1B. Media reports, debates</p>				1B. 6, 7, 8	Guidance	<p>1B. Computer technology</p>	1B: C-1, 2
	<p>1C. Analyze how a variety of local, regional & world career opportunities relate to their personal aspirations.</p>	<p>1C. Personal learning plan/portfolio, journals, presentations</p>				1C. 6	Guidance	<p>1C. Social Studies World Expo.</p>	1C: A-4, B-1, 3, C-3

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<p><u>WORK, SELF, & OTHERS:</u></p> <p>1. Students will understand their role as a world citizen & the need for balance between personal, career, and community pursuits.</p>	<p>Students will be able to:</p> <p>1.A. apply time management strategies to balance friends, school, responsibilities, and interests.</p>	<p>1A. Weekly plans, charts, planners</p>	<ul style="list-style-type: none"> • <i>Real Game</i> • Time management skills • Community members-interview for personal histories and present • Day planners • Career day • College fair-travel show • <i>Real Game</i> • International careers • Make a difference day • Community day 	<ul style="list-style-type: none"> • Day planners • Parent/ teacher group • College fair • FAME • Voc-tech • Foreign country contacts • Red Cross • <i>Learning by real Problems</i> • Americorps • Guidance dept. 	<p>1A. 6</p> <p>6-8</p>	<p>Guidance</p> <p>Advisor/Advisee</p>	<p>1A. Long-term project and study habits</p>	<p>1A: A-4, D-4</p>	
	<p>1B. Apply personal planning strategies to setting & achieving personal & school goals (including self-interest surveys, time management skills, portfolios, self knowledge, & personal career plan).</p>	<p>1B. Personal career plan, portfolio</p>				<p>1B. 6</p> <p>7</p>	<p>Advisor/Advisee</p>	<p>School goals Study habits</p> <p>Student-lead conferences</p>	<p>1B: A-4, B-1, 2, 3, D-1, 5</p>
	<p>1C. Manage the use of money & other resources toward achieving real or simulated goals (including personal & business budgets).</p>	<p>1C. Presentation, portfolio</p>				<p>1C. 6, 7, 8</p>	<p>Social Studies</p>	<p>Mid-evil fair Earning and spending</p> <p>Math and money</p> <p>Real Game</p>	<p>1C: A-3, D-3</p>

	1D. Analyze opportunities for involvement in family, school, local, & world communities.	1D. Reports, presentation			1D. 6,7, 8	Advisory	Service Learning	1D: D-5
	1E. Identify a community need & propose & carry out a solution as a group.	1E. Group assessment, press release, journals			1E. 8	Advisory	Service Learning	1E: A-2