

K-2 Career Prep Curriculum

<i>Objectives</i>	<i>Learner Outcomes:</i>	<i>Grade Introduced</i>	<i>Grade Assessed</i>	<i>Suggested Assessment</i>	<i>Suggested Activities:</i>	<i>Suggested Resources</i>	<i>Learning Results Tie-in</i>
<p><u>Investigation, Self-Knowledge, & Decision-Making:</u></p> <p>1. Students will understand how their curiosity is a tool to be used in discovering & respecting things about themselves, others, & their world.</p>	<p>Students will be able to:</p> <p>1.A. Identify likes, dislikes, abilities, & interests of self & others & demonstrate acceptance of differences.</p> <p>1B. Increase their curiosity by investigating multiple ways of learning new things.</p> <p>1C. Explore & identify roles of people & places at home & in the community.</p>	<p>1A K</p> <p>1B. K</p> <p>1C. K</p>	<p>1A. 1</p> <p>1B. 1</p> <p>1C. 1</p>	<p>1A. Daily journals, Teacher documented observation, about me book</p> <p>1B, C. Charts, portfolios</p>	<p>Visiting job sites</p> <p>Meet with artists, musicians, go to concerts, art shows, performances</p> <p>Parent presentation with tools of their trades</p> <p>Community leader presentations</p> <p>Show & tell with an adult in student's career choice</p> <p>Holidays around the world</p> <p>Choice time</p> <p>Self-evaluating activities</p> <p>Investigate learning styles with students</p>	<p><i>My Self & Others</i> unit</p> <p>Kindergarten science kits</p> <p>Duos kit</p> <p>Trade books</p> <p><i>Pat Palmer</i> music</p> <p>"MI" posters & teacher manuals</p> <p><i>Critical Skills</i> resources</p> <p>Periods of discovery</p> <p>Guidance dept.</p>	<p>1A: B-1, 3</p> <p>1C: A-2, 3, B-1, D-1</p>
<p>2. Students will understand that their choices & actions have an effect on themselves, others, and their environment.</p>	<p>2A. Recognize & communicate a choice they make and its impact on self, others, & environment.</p>	<p>2A. 1</p>	<p>2A. 2</p>	<p>2A. Teacher documented observation, If/Then activity</p>			<p>2A: A-1, 4, C-3, D-3</p>

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<p><u>Goal Setting:</u></p> <p>1. Students will understand the importance of setting goals to reach their dreams.</p>	<p>Students will be able to:</p> <p>1.A. Create daily & weekly goals. 1B. Identify personal dreams and investigate possibilities to reach them. 1C. Demonstrate an understanding that dreams & goals change over time.</p>	<p>1A. K</p> <p>1B Morning meeting</p>	<p>1A. 1</p>	<p>1A. Charts, journal entries, timelines</p> <p>1B. Teacher documented observation, mini-books, charts</p> <p>1C. Dream portfolio, picture book</p>	<p>Hopes and goal setting lessons Timelines to reach goals Compare goals for year as year progresses Plan & do & review process Parent & community presenters on jobs Share circles Field trips Guest speakers</p>	<p><i>Responsive Classroom</i> NE Foundation for Children Newsletter <i>High Scope</i> foundation curriculum Books about life opportunities Trade books Guidance dept.</p>	<p>1A: C-3 1B: A-2, B-1, 2, 3</p>

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<p><u>Aspirations & Applied Learning:</u></p> <p>1. Students will understand the connection between learning, dreams, & real world opportunities.</p>	<p>Students will be able to:</p> <p>1.A. Identify the academic tasks & the types of technology needed in a variety of jobs.</p> <p>1B. Describe some ideas of what they may want to be when they grow up.</p>	<p>1A. 2</p> <p>1B K</p>	<p>1B. 2</p>	<p>1A. Labels, picture story, charts, Teacher documented role plays</p> <p>1B. Journals, scrapbook, portfolio, digital imaging, audio tapes</p>	<p>Audio taped interviews “When I grow up...” career activities Developing interview questions Women in non-traditional roles as presenters Videos Field trips Group discussions</p>	<p>Local businesses Elem. guidance video library Song video, “<i>when I grow up</i>” <i>Free to be you & me</i>” book and tape Guest speakers Family members Plan concerts & solo performances Guidance dept.</p>	<p>1A: A-2, 3,C-1, 3 1B: D-1</p>

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<p><u>WORK, SELF & OTHERS:</u></p> <p>1. Students will understand themselves as a part of home, school, & community groups.</p>	<p>Students will be able to:</p> <p>1.A. identify their roles & responsibilities in home, school, & community groups.</p> <p>1B. Describe the effects (negative & positive consequences) of specific task choices and behaviors.</p> <p>1C. Identify how cooperation with others contributes to a group goal, including showing respect and encouragement.</p> <p>1D. Describe & produce quality work for a given task</p> <p>1E. Identify the attributes needed for a variety of school & community jobs without regard for gender, race or economic status.</p> <p>1F. Demonstrate an understanding of saving money or resources.</p>	<p>1A, B. chart or graph, journals</p> <p>1C. Draw or write a story, create a rubric</p> <p>1D. Create a rubric & self-rate</p> <p>1E. Chart, or create a job ad</p> <p>1F. Graph</p>	<ul style="list-style-type: none"> • Bring in community members • Show and tell • Week end news • Children as teachers • Role play social curriculum activities • Form teams to perform specific tasks i.e. group presentations • Plan & hold a fund-raiser • Tell stories • Create games with rules • Play store 	<ul style="list-style-type: none"> • Staff • Social curriculum • Games from <i>Responsive Classroom</i> • Guidance dept. • School banking program • North East Foundation 	<p>1A. K</p> <p>1B. 1</p> <p>1C. 1</p> <p>1D. 1</p> <p>1E. 2</p> <p>1F. 2</p>	<p>1A. 1</p> <p>1B. 2</p> <p>1C. 2</p> <p>1D. 2</p>	<p>1A: A-1, D-1</p> <p>1B: A-1, 4</p> <p>1C: A-1, 4</p> <p>1D: A-4</p> <p>1E: A-2</p> <p>1F: D-2, 3</p>