



FIRST EDITION
TEACHER MANUAL – TREATMENT PROGRAMS

Empower YOUR future:

The Massachusetts Department of Youth Services
Career Exploration Curriculum

Comprehensive 
Education Partnership

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To: DYS Educators
From: Christine Kenney, Director of Educational Services
Re: New Life Skills, Career Development and Employability Curriculum for all DYS Educational Programs

For a number of years DYS educators – teachers, teaching coordinators and regional educational coordinators – have been asking for a comprehensive curriculum that would support the development of life, career development and employability skills by DYS clients. Through the joint efforts of Commonwealth Corporation, a workforce development agency, the Hampshire Educational Collaborative, an education service provider and consultants with practical and academic expertise in school counseling and career development, a curriculum **“Empower Your Future: Career Exploration Curriculum”** has been developed, piloted and is now ready for use by DYS educators in short and long term treatment facilities. The purpose of the curriculum is to provide students with a range of personal, life, and employability skills. The curriculum is based on nine key elements:

- **Know Yourself** – understand career interests, work values, and job skills
- **Goal Setting** – know what effective job and career goals are and how to set them
- **Interests** – discover and go after your job and career aspirations
- **Get Along with Others** – develop good relationships and make good decisions
- **Learn How to Learn** – become a successful student and lifelong learner
- **Character** – be respectful of yourself and others
- **Life and Career Skills** – know basic skills for life success
- **Coping Skills** – strategies for overcoming obstacles
- **Believe in Yourself** – benefit from self-confidence and positive beliefs

The curriculum was developed based on research and best practices related to comprehensive school counseling programming, including:

The Massachusetts Model for Comprehensive School Counseling Programs (MA Model) and the Massachusetts Career Development Education (CDE) Benchmarks: The MA Model, endorsed by former DESE Commissioner David Driscoll in 2006, provides a framework for school counselors to provide programs and services designed to assist all student to acquire the requisite knowledge and skills for success in school and in their career of choice. The MA Model incorporates as its “standards” the CDE benchmarks. The benchmarks represent a merger of the American School Counselors Association National Standards, National Career Development Guidelines, Massachusetts Certificate of Occupational Proficiency Employability Skills, and Massachusetts Work-Based Learning Plan Competencies.

See www.masca.org for additional information.

The Integrative Contextual Model of Career Development (Dr. Richard Lapan, 2004): Dr. Rich Lapan of the University of Massachusetts at Amherst serves as a consultant to the workgroup and has shared his model which he developed after years of research and practice. His work incorporates how to create a strength based curriculum based on his integrative contextual model, the goal of which is to help all students to become proactive, resilient and adaptive adults.

The Framework for 21st Century Learning: The Partnership for 21st century skills has developed a unified, collective vision for 21st century learning. One of the key elements is **“Life and Career Skills”** which includes:

- Flexibility and adaptability
- Initiative and self direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

See www.21stcenturyskills.org for additional information.

Resilience Theory: A resilience based approach to youth development is based on the principle that all people have the ability to overcome adversity and succeed despite it. It is a strength based model.

See www.wested.org/cs/chks/print/docs/hks_resilience.html for additional information.

The Implications of Possible Selves Research for School Counseling Practice: *Possible Selves* theory is an extension of self-concept theory. It emphasizes the impact that a youth’s self-definition has on school behavior. The special contribution of *Possible Selves* theory is its focus on the motivational power of students’ views of themselves in the future. Students’ views of the selves that they would hope to become, *fear* they will become and *expect* to become can be powerful motivators for present school behavior.

See *School Counseling Research Brief 5.2; Sept. 20, 2007* at www.cscor.org for additional information.

The Character Education Partnership: The goal of character education is to develop students socially, ethically and academically by infusing character development into every aspect of a school’s culture and curriculum. “Good Character” includes knowing, caring about and acting upon core ethical values such as respect, responsibility, honesty, fairness and compassion.

See www.character.org for additional information.

The Developmental Assets: *The Search Institute’s* framework of Developmental Assets has become a widely used approach to positive youth development. The Developmental Assets are grounded in research in youth development, resiliency and prevention. They represent the relationships, opportunities and personal qualities young people need to avoid risks and to thrive. Studies show the more assets youth have, the less likely they are to engage in high risk behavior.

See www.search-institute.org for additional information.

The Merging Two Worlds (M2W) Curriculum (created by/for the Arizona JJ system): The M2W curriculum is a transition/career planning curriculum designed to prepare students for reintegration into the community, school or world of work upon release from a secure care facility. Based on resiliency skills research, it focuses on instruction in life skills, career development skills, resiliency and social skills. It is aligned with the Arizona academic standards k-12. Members of the workgroup have also conducted structured conference calls with Dottie Wodraska from the Arizona JJ system to discuss systemic implementation issues.

See www.ade.az.gov/ess/SpecialProjects/securecare/merging2worlds for additional information.

If you have any questions about the curriculum or its implementation, please do not hesitate to contact me.

Introduction

Empower Your Future is intended for use in DYS short and long term treatment programs. In order to implement this curriculum, teachers must first obtain:

- A copy of the book Possible Selves, Nurturing Student Motivation, Hock, Schumaker and Deshler (2008), Lawrence, Kansas, Edge Enterprises, Inc.
(Activities in this book are used in several units of the curriculum)
- Copies of the **Empower Your Future: Student Workbooks** for every student

These are available from Barbara Bridger (bbridger@collaborative.org) at Hampshire Educational Collaborative.

A compatible curriculum – called **Empower Your Future: Bridging the Opportunity Gap Career Readiness Curriculum Guide** – has been developed for use in community re-entry programs. This curriculum can be obtained at www.commcorp.org/dys/resources.html. The entire curriculum is designed to be used during the Life Skills teaching blocks. It is a project based curriculum that is intended to help students not only acquire the knowledge and skills necessary for career development and employability, but also to help shift youths' attitudes about the future. Further information about research and best practices that helped shape this curriculum can be located in the "Foundations" section of this guide.

What is in this Guide

This teacher guide contains materials to help you teach the nine (9) units:

- Unit Overviews
- Lesson Plans
- Unit Project Rubrics or Grading Sheets

Most of the materials you will need for students are in their workbooks, and your lesson plans indicate which workbook pages go with each lesson. There are limited instances when you will need to photocopy pages from the Possible Selves book.

Computer Use

This curriculum requires that you and your students learn to use the **MassCIS Into Careers** website (www.masscis.intocareers.org). The lesson plans give specific instructions for accessing and using the site as well as suggestions for handling the practicalities associated with limited computer access at some DYS programs. It is your responsibility to ensure safe and responsible internet use. Sites that piloted this curriculum had few, if any, behavioral infractions and found the website to be very engaging for youth.

In several lessons there are references to *YouTube* video clips that can be used to introduce concepts and stimulate discussion.



Youth Entering and Exiting During the Year

It is inevitable that you will experience students entering and exiting your class throughout the year.

Entering Late

Because the units build on each other, the following outline offers suggestions for what students need to do in order to “catch up” depending on where you are when they enter the program.

If a student enters during Unit 1 or 2:

- Have student complete *Survey – Thinking About Your Future* (pages 3-4 in workbook)
- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student join the rest of the class

If a student enters during Unit 3:

- Have student complete *Survey – Thinking About Your Future* (pages 3-4 in workbook)
- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student partner with a youth who can explain how to fill out page 27 and use it to draw his/her *Possible Selves Tree*
- Have student draw his/her tree
- Have student join the rest of the class

If a student enters during Unit 4:

- Have student complete *Survey – Thinking About Your Future* (pages 3-4 in workbook)
- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student partner with a youth who can explain how to fill out page 27 and use it to draw his/her *Possible Selves Tree*
- Have student draw his/her tree
- Have student complete page 31 in the workbook
- Have student join the rest of the class

If a student enters during Unit 5:

- Have student complete *Survey – Thinking About Your Future* (pages 3-4 in workbook)
- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student to the best of his/her ability fill out page 34
- Have student join the rest of the class starting with page 42
- Have student go back, when possible, to do page 27 and his/her tree

If a student enters during Unit 6:

- Have student complete *Survey – Thinking About Your Future* (pages 3-4 in workbook)
- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student join the group to do the *Reality Check*
- Have student go back, when possible, to do page 27 and his/her tree, and research one career using page 42

If a student enters during Unit 7 or 8

- Have class review pages i-ii in the workbook to explain how this curriculum differs from other life skills classes they may have had
- Have new student partner with a youth who handled the MassCIS responsibly to:
 - Establish username and password
 - Complete the *O*NET Interest Profiler* (record 3 careers of interest)
- Have student complete page 27 and his/her tree
- Have student join the rest of the class

If a student enters during Unit 9

- Have student complete page 27 and his/her tree
- Have student join the rest of the class

If a student enters during Unit 10

- Have student observe and let them know they will be starting the curriculum when you start the next cycle

Exiting Early

Give students their workbook to take with them and encourage them to remember that they can do a lot of this on their own and that their username and password for MassCIS will be available to them whenever they want to use it.

Student Assessment

The curriculum is project based and you will be required to grade student projects using rubrics (which are provided for you in this guide and for students in their workbooks). In the back pocket of this guide are “Data Sheets” on which you can record the grades students receive for each project. This course will appear on students’ transcripts as “Career Exploration Seminar” and will be used for credit recovery purposes so maintaining grades is essential.

The rubrics provided are intended to help students understand what is expected of them. You are encouraged to give feedback using the rubric and give students the opportunity to expand or redo work to help them both enhance their learning and get the best grade possible.

Throughout the curriculum students are expected to “present” their projects. This is designed to help them improve their communication skills and reinforce positive views of the future. (The more anyone states positive goals out loud, the more likely they are to happen.)

You are encouraged to expect a lot from students and hold them to the highest standards possible.

Empower Your Future: Foundations

Empower Your Future is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective “Possible Self”. The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

“Possible Self” Elements	Definition
Life Skills	Financial literacy, job seeking skills, health and safety, independent living... skills to survive on one’s own
Create Effective Goals	A process to realize one’s potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
Believe in Yourself	An internal sense of overall positive self-worth and self-efficacy
Get Along with Others	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one’s actions
Learning How to Learn	Understanding one’s learning strengths and challenges
Explore and Pursue Your Interests	Skills to use resources and motivation to do so proactively; career awareness
Develop Your Character	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
Know Yourself	Self awareness with regards to interests, values and skills

Students work to acquire the Massachusetts Career Development Benchmark competencies as well as the eight “Possible Self” Elements.



Empower Your Future and Positive Youth Development (PYD)

“Positive Youth Development is an approach to working with and educating youth that integrates multiple areas of growth and development... physical, cognitive, social, emotional, cultural, civic and vocational... with education. Positive youth development allows educators to begin to identify the needs and, more importantly, the strengths of each individual youth, and to use this information to help support and equip young people with knowledge and skills that will help them build a better future for themselves.

Research on adolescent growth and development has provided educators with deeper understanding about helping youth build **protective factors** that can strengthen and increase their abilities to handle negative influences and events in their lives successfully

In response to this emerging research, the Massachusetts Department of Youth Services is dedicated to providing youth centered educational and transitional services that build on the unique strength and skills of each young person.” (Adapted from the DYS English Language Arts 2009 Instructional Guide)

The **Empower your Future** curriculum model embraces at its core the development of a proactive, resilient “Possible Self.” It is closely aligned with PYD and provides a forum for educators to teach lessons that directly encourage the development of PYD’s *protective factors*. The ability to implement this curriculum successfully is dependent upon educators embracing the PYD philosophy.

The chart below shows the connections between **Empower Your Future’s** “Possible Self” Elements and PYD’s *protective factors*.

Alignment of “Possible Self” Elements and Protective Factors

“Possible Self” Elements	PYD Protective Factors
Life Skills	Connections with others Sense of control over future outcomes in their lives
Create Effective Goals	Sense of control over future outcomes in their lives
Believe in Yourself	Believe in their own abilities Stable sense of identity Connections with others
Get Along with Others	Connections with others
Learning How to Learn	Sense of control over future outcomes in their lives
Explore and Pursue Your Interests	Sense of control over future outcomes in their lives
Develop Your Character	Stable sense of identity
Know Yourself	Believe in their own abilities Stable sense of identity

INTRODUCTION TO UNIT 1

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

DURATION: 6 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The vocabulary associated with this unit
- Their interests, values and skills as identified via assessment tools
- The kinds of information available on the MassCIS website
- How to use the MassCIS assessment tools
- How to save information into an electronic portfolio

UNDERSTAND

Students will understand...

- That different interests, values and skills relate to different career clusters
- That assessment tools are only as valuable as the effort and honesty put into completing them
- That MassCIS is a valuable resource for career exploration

And therefore be able to DO

- **Create** their personal electronic portfolio
- **Complete** a series of online and paper assessments
- **Reflect** on the results of their assessments
- **Present** their reflections to the group

MEASURABLE OUTCOMES:

- **Each student will have completed 3 assessments (Interests (online), Values and Skills)**
- **Each student will have completed a written reflection (scored with a rubric)**
- **Each student will present to the class**

Connected Learning Standards (from the CDE benchmarks)

- A1** 21st century academic, technical and employability skills for success in school and the workplace
- W1** Knowledge and skills in the planning and decision making process
- W2** An exploratory attitude toward self, life and the world of work
- PS1** Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Explore and Pursue Interests
- Learn to learn

Assessment

Written reflection/class presentation scored with a rubric:	100 Points
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<i>Maximum points possible:</i>	100
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UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSONS 1 AND 2: INTRODUCTION

KNOW:

- The goals and objectives of the curriculum
- Vocabulary related to these lessons

UNDERSTAND:

- That MassCIS is a valuable resource for career exploration
- That safe and responsible internet use is a requirement for participation

DO:

- **Create** their user account and electronic portfolio on MassCIS
- **Record** basic personal information

MATERIALS & RESOURCES:

- Goals and objectives of the curriculum (page i), the **Empower Your Future Model** (page ii)
- *Lessons 1 and 2 Vocabulary* (page 2)
- Computers with internet access
- *Survey – Thinking About Your Future* (pages 3-4)
- Instructions to log in, create an account and set up an electronic portfolio on MassCIS (page 5)
- Workbooks for all students

LESSON STEPS:

- Pass out workbooks to all students
- Explain the **Empower Your Future** curriculum's purpose, goals and objectives to all students; review the 8 elements of the "Possible Self" (page i); share the **Empower Your Future Model** (page ii); generate a group discussion on the value of developing their best "Possible Selves"
- Review other vocabulary terms (page 2)
- Explain that much of the work will be done on the computer. If there are not enough computers for everyone to use at one time, the class will be divided into 2 smaller groups. When one group is on the computer, the other will have seat work to complete
- Everyone will have projects to complete at the end of each unit which are designed to help them prepare for their future
- Everyone will have an electronic portfolio that will grow over the course of the curriculum and can be accessed when they are back in the community
- Discuss safe and responsible internet use and consequences for not following the rules. Remind line staff that they need to monitor computer use
- Answer any questions
- Divide the class into 2 groups (if necessary); explain what students will be doing when they are not on the computer (*Survey – Thinking About Your Future*, pages 3-4); the assessment is an activity to stimulate thinking about their futures; give one of the smaller groups the seat work assignments; the other group will get on the computers
- Have students turn to the computer instruction sheet (page 5). Work with students in the computer group to help them follow the instruction sheet and get to the MassCIS website, create an account and create a portfolio. Make sure they record their username and password for future reference on the inside cover of their workbooks
- When students finish creating their account and portfolio, have them log off and begin seat work. Have those who have finished seat work come to an available computer
- It is assumed that the introduction will take 1/2 - 3/4 of one class period. The small group work can begin when the intro is completed; hopefully all students will have completed all the activities by the end of the 2nd class period

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSONS 3, 4 AND 5: LEARNING TO USE CAREER RESOURCES TO KNOW YOURSELF BETTER

KNOW:

- Vocabulary associated with career assessments
- Their interests, values and skills as identified via assessment tools

UNDERSTAND:

- The purpose of the O*NET Interest Profiler on MassCIS
- That different interests, values and skills line up with different careers

DO:

- **Review** the purpose of the curriculum
- **Review** the definition of self knowledge (as an element of "Possible Self")
- **Complete** the O*NET Interest Profiler on MassCIS
- **Complete** a values assessment and a skills assessment
- **Complete** the *Interests, Values and Skills Worksheet*

MATERIALS & RESOURCES:

- *Lessons 3, 4 and 5 Vocabulary* (page 6)
- Quote on self knowledge *"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far away"* ~ Henry David Thoreau
- Computers with internet access
- Instructions to log in, take the O*NET Interest Profiler (page 7) and save results to the electronic portfolio
- *Budgeting Values Worksheet* (pages 8-9)
- *Skills Inventory Worksheet* (pages 10-12)
- *Interests, Values and Skills Worksheet* (page 13)

LESSON STEPS:

- Review the curriculum's purpose, goals and objectives with all students
- Introduce the learning objectives and vocabulary for these 3 lessons (page 6)
- Put the quote on the board about self knowledge and generate a class discussion
- Discuss self knowledge as an element of one's best "Possible Self"
- Explain that there are a variety of assessment tools designed to help students explore their interests, values and skills... in Assessment they took one called the CDM. They will take an online assessment in this lesson as well as a values and skills assessment
- Explain that some of the work in these lessons will be done on the computer. If there are not enough computers for everyone to use at one time, the class will be divided into 2 smaller groups. When one group is on the computer, the other will have seat work to complete
- Discuss safe and responsible internet use and consequences for not following the rules. Remind line staff that they need to monitor computer use
- Answer any questions

- Divide the class into 2 groups; explain what students will be doing when they are not on the computer (Values and Skills activities pages 8-9 and pages 10-12); Give one of the smaller groups the seat work assignments; the other group will get on the computers
- Have students turn to *O*NET Interest Profiler* instruction sheet (page 7). Work with students in the computer group to help them follow the instructions to complete the *O*NET Interest Profiler*. When students finish the *O*NET Interest Profiler* and save their results to their portfolio, have them log off and begin seat work. Have those who have finished seat work come to an available computer
- As students complete each assessment, **have them record their interests, values and skills** on their worksheet (page 13) THIS IS CRITICALLY IMPORTANT...because students need this information consolidated to help them complete the final project for this unit
- It is assumed that it will take at least 3 class periods for students to complete both the seatwork and computer work

UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

LESSON 6: USING ASSESSMENT RESULTS FOR SELF REFLECTION

KNOW:

- Their interests, values and skills as identified via assessment tools

UNDERSTAND:

- That assessment tools are only as valuable as the effort and honesty put into completing them

DO:

- **Reflect** on the results of their assessments
- **Present** what they have learned about themselves to the group

MATERIALS & RESOURCES:

- Completed *Interests, Values and Skills Worksheet* (page 13)
- *Unit 1 Project Scoring Guide* (page 14)
- *Interests, Values and Skills Self Reflection* (page 15)
- Pencils

LESSON STEPS:

- Introduce the learning objectives for this lesson
- Explain that it is now time to use all of the work they have done to do some self reflection
- Have them turn to the *Interests, Values and Skills Worksheet* (page 13) where they recorded information from their assessments
- Review the scoring guide for the project (page 14)
- Have students write their reflection on page 15
- Be available to help students as they complete written work
- Have each student stand in front of the class and present their reflections
- Score their work/presentation using the scoring guide; record their score on page 14 of their workbooks and on your data sheet

Unit 1 Project Scoring Guide

Writing Reflection and Presentation

On the next page, write a 3 paragraph self-reflection essay that shows what you have learned about yourself from taking the 3 assessments (interests, values and skills)

Paragraph #1: My Interests (write about 3 interests: 10 points each)

Say what the interests are and give examples of things you like to do related to these interests.

30 Points Total

Paragraph #2: My Skills (write about 3 skills: 10 points each)

Say what your skills are and give examples of times when you have used these skills to help you be successful.

30 Points Total

Paragraph #3: My Values (write about 3 values: 10 points each)

Say what your values are and give examples of when and how these values have been important to you.

30 Points Total

Oral Presentation:

Stand up in front of the class and share your essay. Speak clearly and confidently!

10 Points Total

TOTAL POINTS POSSIBLE = 100

INTRODUCTION TO UNIT 2

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

DURATION: 7, 8 AND 9 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- Their interests, values and skills as identified via assessment tools
- The vocabulary associated with this unit
- How to use MassCIS for researching a career of interest
- Proper interview etiquette

UNDERSTAND

Students will understand...

- That different interests, values and skills relate to different career clusters
- That MassCIS is a valuable resource for career exploration
- That knowing your interests, values and skills helps you to interview

And therefore be able to DO

- **Research** a career of interest
- **Create** an informational poster or PowerPoint presentation using a rubric
- **Reflect** on what assessment and research have taught them about themselves
- **Present** their project to their class
- **Participate** in a mock interview

MEASURABLE OUTCOMES:

- Each student will complete a poster or PowerPoint presentation
- Each student will present his/her project to their class
- Each student will participate in a mock interview

Connected Learning Standards (from the CDE benchmarks)

- A1** 21st century academic, technical and employability skills for success in school and the workplace
- W1** Knowledge and skills in the planning and decision making process
- W2** An exploratory attitude toward self, life and the world of work
- PS1** Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Explore and Pursue Interests
- Learn to learn

Assessment

Project scored with a rubric:	75 Points
Mock Interview scored with a rubric:	25 Points
<i>Maximum points possible:</i>	100

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

LESSONS 1 AND 2: USING MassCIS TO EXPLORE CAREERS

KNOW:

- The vocabulary associated with these lessons
- The kinds of career information available on the MassCIS website
- Specific information about a career area of interest

UNDERSTAND:

- That MassCIS is a valuable resource for career exploration
- That assessment tools are only as valuable as the effort and honesty put into completing them

DO:

- **Research** a career of interest
- **Complete** the *Job Information Web*

MATERIALS & RESOURCES:

- *Lessons 1 and 2 Vocabulary* (page 18)
- *Job Information Web* (page 19)
- *Interests, Values and Skills Web* (page 20)
- Paper, pencils
- Computers with internet access

LESSON STEPS:

- Introduce the learning objectives and vocabulary (page 18) for these 2 lessons by logging onto MassCIS, selecting a “demonstration career” area and clicking on the terms on the left hand side of the page to demonstrate both how to access information and what kind of information goes with each tab. Read through the information for each vocabulary term for the “demonstration career”
(NOTE: this activity of picking a career and going through the different aspects of it is an activity that you could use to start future classes, thus giving students exposure to a wide variety of careers AND helping them to learn how to get information off of the website)
- Explain that it is now time to research careers of interest
- Discuss safe and responsible internet use and consequences for not following the rules. Remind line staff that they need to monitor computer use
- Answer any questions and review the *Job Information Web* (page 19) and the *Interests, Values and Skills Web* (page 20). Tell students that they must fill out both webs in order to complete their project successfully. In order to complete the *Interests, Values and Skills Web*, they will need to refer back to the work they did in unit one
- Be available to help students as they complete these activities. They will need support in particular with relating their own personal interests, values and skills to the career they are researching. This is a KEY component to the project, so it needs to be done thoroughly. They will need to refer back to their unit one activities to do this part well

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

LESSONS 3, 4, 5 AND 6: PROJECTS AND PRESENTATIONS

KNOW:

- Their interests, values and skills as identified via assessment tools
- Specific information about career areas of interest

UNDERSTAND:

- That MassCIS is a valuable resource for career exploration

DO:

- **Create** an informational poster or PowerPoint
- **Present** their poster or PPT to the class

MATERIALS & RESOURCES:

- Completed *Job Information Web* (page 19) and *Interests, Values and Skills Web* (page 20) for each student
- FROM UNIT 1: *Interests, Values and Skills Worksheet* (page 13) and completed *Interests, Values and Skills Self Reflection* (page 15)
- Posterboards, markers OR access to computers with Microsoft PowerPoint
- *Unit 2 Poster or PowerPoint and Presentation Rubric* (page 21) to guide the development and evaluate the poster/PPT

LESSON STEPS:

- Introduce the learning objectives for these 4 lessons
- Explain that these next 4 classes will be project oriented. They will use their completed webs (pages 19-20) and all the other materials collected in their workbooks to create a poster or PPT that describes a career of interest and how it relates to their interests, values and skills. The poster/PPT will also include information about the career that they learned from their research. On the last day of the unit, students will present their projects to the class
- Discuss safe and responsible internet use and consequences for not following the rules. Remind line staff that they need to monitor computer use
- Review the rubric (page 21) that will be used to evaluate the posters/PPTs
- Answer any questions
- Be available to help students as they work on their posters/PPTs and complete the computer activity
- On the 4th day, have students present their posters/PPTs. Have the class give feedback to each student on their poster and their presentation (using the rubric to guide the conversation)
- You may want to make the last class a celebration of all their efforts to date

UNIT 2: EXPLORING CAREERS AND PRACTICE INTERVIEWS

LESSONS 7, 8 AND 9: INTERVIEWING FOR A JOB RELATED TO A CAREER OF INTEREST

KNOW:

- Proper interview etiquette

UNDERSTAND:

- That there are entry level jobs that relate to their careers of interest
- That knowing one's interests, values and skills can help in the interview process

DO:

- **Participate** in a mock practice interview and a 2nd graded interview

MATERIALS & RESOURCES:

- *Unit 2 Mock Interview Rubric* (page 23)
- *Mock Interview Questions* (page 15 of this guide)
- *How to Improve My Interview Worksheet* (page 22)
- "Job Interview Preparation for Teenagers" (*Example of good and bad interviews for teens*):
www.youtube.com/watch?v=uy1GhS-MWJ8

LESSON STEPS:

- Over the next 3 days you are going to have students participate in a mock *practice* interview and then a second mock interview that will be graded. You will be the interviewer. The idea is for the student to get feedback from the first interview and then think of how he/she can improve for the 2nd graded interview. You will need to think of an entry level job related to each student's career area and then modify the interview questions accordingly
- Show the *YouTube* video clip; discuss
- Review the interview rubric (page 23) with the students. Explain the mock practice interview process. Explain that those who are watching will be responsible for giving constructive feedback, based on the rubric
- Have each student go through this practice interview process. The more formally you set up the mock interviews, the more seriously students will take the exercise. If you have the ability to videotape the interviews, that gives students even more valuable feedback
- Once all students have had their practice interviews, have them complete the *How to Improve my Interview Worksheet* (page 22)
- Conduct the 2nd interview for each student, grading them using the rubric. Be sure to focus on how they have used the feedback to improve

Unit 2 Poster or PowerPoint and Presentation Rubric

75 Points Possible

Create a Poster or PowerPoint that provides information about a career of interest (from your research) and include how this career is related to your interests, values and skills (from your assessment results)

Criterion	Distinguished (15 points)	Proficient (12-9 points)	Needs Improvement (6-3 points)	Comments/Score
Career Information	The poster/PPT includes information from all 8 circles on the <i>Job Information Web</i>	The poster/PPT includes information from 5-7 of the circles on the <i>Job Information Web</i>	The poster/PPT includes information from 4 or fewer circles on the <i>Job Information Web</i>	
Assessment Information	The poster/PPT includes information about how this career relates to 3 personal interests, 3 values and 3 skills (<i>from the Interests, Values and Skills Web</i>)	The poster/PPT includes information about how this career relates to 2 personal interests, 2 values and 2 skills	The poster/PPT includes information about how the career relates to 1 personal interest, 1 value and 1 skill	
Quality/Effort	The poster/PPT is easy to read and reflects responsible work habits (initiative, follow through, etc)	The poster/PPT is reasonably easy to read and reflects minimally responsible work habits	The poster/PPT is not easy to read and does not reflect initiative or follow through	
Creativity	The poster/PPT demonstrates creativity of thought and design	The poster/PPT demonstrates minimal creativity of thought and design	The poster/PPT lacks creativity of thought and design	
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information 1 minute or less	

Total Score _____

Mock Interview Questions

1. Tell me what interests you about this job and why? (can they articulate their personal interests?)
2. What skills do you have that would make me want to hire you for this job? (can they articulate their skills?)
3. You are a young person just starting out in the workforce, what is most important to you in a job that you will be spending many hours doing? (can they articulate their values?)
4. What do you want to be doing 5 years from now?

Feel free to add other questions!!!

Unit 2 Mock Interview Rubric

25 Points Possible

Criterion	Distinguished (5 points)	Proficient (4-3 points)	Needs Improvement (2-1 points)	Comments/Score
Interests Question	The students can list 3 personal interests related to the job	The students can list 2 personal interests related to the job	The students can list 1 personal interest related to the job	
Skills Question	The students can list 3 personal skills related to the job	The students can list 2 personal skills related to the job	The students can list 1 personal skill related to the job	
Values Question	The students can list 3 personal values related to the job	The students can list 2 personal values related to the job	The students can list 1 personal value related to the job	
Body Language	Demonstrates all 5 of the items on this list <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	Demonstrates 3-4 of the following <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	Demonstrates 1 or 2 of the following <ul style="list-style-type: none"> • Firm handshake • Sits up straight • Good eye contact • Keeps body still • Conveys enthusiasm 	
Communication Style	Demonstrates all 5 of the items on this list <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	Demonstrates 3-4 of the following <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	Demonstrates 1 or 2 of the following <ul style="list-style-type: none"> • Greets interviewer properly (uses name) • Uses proper language • Speaks loud enough to be heard • Speaks clearly • Thanks the interviewer at end 	

Total Score _____

INTRODUCTION TO UNIT 3

UNIT 3: POSSIBLE SELVES TREES

DURATION: 4 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The definition of *Possible Selves*
- The definition of hopes, fears and expectations
- Their own personal hopes, fears and expectations

UNDERSTAND

Students will understand...

- *Possible Selves* can be good or bad
- *Possible Selves* can be driven by fear or hope
- The difference between a hope and an expectation
- That everyone has personal strengths
- How fears can impact healthy growth

And therefore be able to DO

- **Identify** their hopes, fears and expectations
- **Create** a *Possible Selves Tree* that graphically portrays their current hopes, fears and expectations
- **Present** the *Possible Selves Tree* to the class

MEASURABLE OUTCOMES:

- **A Completed *Possible Selves Tree***
- **Oral Presentation**

Connected Learning Standards (from the CDE benchmarks)

PS1 Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Believe in Yourself

Assessment

<i>Possible Selves Tree:</i>	75 Points
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Presentation:	25 Points
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<i>Maximum points possible:</i>	100
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UNIT 3: POSSIBLE SELVES TREES

LESSON 1: INTRODUCTION

NOTE: In order to successfully teach units 3, 4 and 5, you will need to reference the book Possible Selves, Nurturing Student Motivation; Hock, Michael, Schumaker, Jean, and Deshler, Donald, Edge Enterprises, Inc/Lawrence Kansas, 2008. See page iii for more information on how to obtain this book.

The lesson plans will reference parts of the text for you to read for background information as well as pages you will need to photocopy for students as handouts.

The goal of this introductory lesson is to help students begin to think about a hopeful vision for their future. This is often a huge paradigm shift for youth, so your support as their mentor/ cheerleader is critical. Be prepared for resistance! Let them know that the *Possible Selves* activities (while they may seem “corny” at first) have been very successful with athletes, other youth involved in juvenile justice systems and students with disabilities...really anyone who wants to be successful when they have many obstacles in front of them.

KNOW:

- The definition of *Possible Selves*
- The “success formula”

UNDERSTAND:

- *Possible Selves* can be good or bad
- *Possible Selves* can be driven by fear or hope

DO:

- **Compare and contrast** 2 different views of the future

MATERIALS & RESOURCES:

- Possible Selves book (pages 10-15)
(Read this for background information. This introductory lesson is adapted from the book)
- *Fear of the Future* (photocopy page 54 from the Possible Selves book for each student)
- *I Have a Dream* (photocopy page 55 from the Possible Selves book for each student)
- *Dreams* quote (photocopy page 65 from the Possible Selves book for each student)
- “Rudy and Janitor” (From the movie *Rudy* when the janitor convinces Rudy not to give up):
www.youtube.com/watch?v=27D4k3dCXPg
- “The True Rudy Story (Part 1)”: www.youtube.com/watch?v=vEGOTWwd14M&feature=related
- “The True Rudy Story (Part 2)”: www.youtube.com/watch?v=VL4fEUKwdPw&feature=related

LESSON STEPS:

- Review the lesson objectives
- Discuss the term *Possible Selves* and write their ideas of what this term means on the board. Then give them this definition:
POSSIBLE SELVES ARE IDEAS ABOUT WHAT YOU MIGHT BECOME IN THE FUTURE
- Discuss *Fear of Future* handout (see pages 11-12 in Possible Selves book for discussion ideas)
- Discuss the *I Have a Dream* handout (see pages 12-13 in Possible Selves book for discussion ideas)
- Introduce the “Success Formula” (see pages 14-15 in Possible Selves book)
- Discuss the *Dreams* quote handout
- Show the *Rudy* YouTube clips and discuss

UNIT 3: POSSIBLE SELVES TREES

LESSON 2: HOPES, FEARS AND EXPECTATIONS

KNOW:

- The vocabulary for this lesson

UNDERSTAND:

- The difference between a hope and an expectation
- That everyone has personal strengths

DO:

- **Identify** their hopes, fears and expectations and personal strengths and weaknesses

MATERIALS & RESOURCES:

- Possible Selves book (pages 21-26) **(Read this for background information. This lesson is adapted from the book)**
- *Lesson 2 Vocabulary* (page 26)
- *Hopes/Fears/Expectations/Individual Strengths/Learner/Worker/Person* definitions (photocopy pages 75-81 in Possible Selves book for each student)
- *Possible Selves Worksheet* (page 27)

LESSON STEPS:

- Review the lesson objectives and vocabulary (page 26 and photocopied definitions/examples). Try to generate as much conversation as possible with students giving personal examples for each term. They will need to have a solid understanding of the vocabulary in order to complete the *Possible Selves Worksheet*
- Review *Possible Selves Worksheet* (page 27) and have each student complete the worksheet. Circulate and assist students with this task
- Have each student share some of his/her positive qualities/strengths

UNIT 3: POSSIBLE SELVES TREES

LESSONS 3 AND 4: CREATING AND PRESENTING POSSIBLE SELVES TREES

KNOW:

- Personal hopes, fears and expectations

UNDERSTAND:

- What is important to each student in each major life area
- How fears can impact healthy growth

DO:

- **Create** a *Possible Selves Tree* that graphically portrays their current hopes, fears and expectations as well as personal strengths and weaknesses
- **Present** the *Possible Selves Tree* to the class

MATERIALS & RESOURCES:

- *Possible Selves* book (pages 30-34) (**Read this for background information. This lesson is adapted from the book**)
- Sample completed trees (photocopy page 94 from *Possible Selves* book for each student)
- Your own *Possible Selves Tree*
- Blank *Possible Selves Tree* template (photocopy page 97 from *Possible Selves* book for each student)
- Poster Boards and markers
- Completed *Possible Selves Worksheet* from lesson 2 (page 27)
- *Unit 3 Possible Selves Tree and Presentation Rubric* (page 28)

LESSON STEPS:

- Review the lesson objectives
- Show sample completed *Possible Selves Trees* (photocopy and your own)
- Review the rubric (page 28)
- Distribute blank *Possible Selves Trees* and have each student label one limb “worker,” another “learner” and the last “person”
- Explain to students that they will use their *Possible Selves Worksheets* (page 27) completed in the last lesson to help them add branches to the major limbs and roots. Their hopes and expectations are branches. Their positive qualities are long roots and negative qualities are short roots. Draw poisons or lightning bolts and include fears with these (potential threats to the growth of the tree)
- Circulate and give assistance as needed
- Have students copy their tree onto a poster board
- Once all trees have been completed, have each student present his/her tree to the rest of the class and grade the trees and presentations using the rubric

Unit 3 Possible Selves Tree and Presentation Rubric

Tree Maximum = 75 points; Presentation Maximum = 25 points

TREE	Distinguished (15 points)	Proficient (12-9 points)	Needs Improvement (6-3 points)	Comments/Score
Worker hopes and expectations	The tree has 5 or more branches depicting worker hopes and expectations	The tree has 3-4 branches depicting worker hopes and expectations	The tree has 1-2 branches depicting worker hopes and expectations	
Learner hopes and expectations	The tree has 5 or more branches depicting learner hopes and expectations	The tree has 3-4 branches depicting learner hopes and expectations	The tree has 1-2 branches depicting learner hopes and expectations	
Personal hopes and expectations	The tree has 5 or more branches depicting personal hopes and expectations	The tree has 3-4 branches depicting personal hopes and expectations	The tree has 1-2 branches depicting personal hopes and expectations	
Roots	The tree has at least 5 long roots depicting personal strengths	The tree has 3-4 long roots depicting personal strengths	The tree has 1-2 long roots depicting personal strengths	
Threats	The poster has 5 possible threats to its growth	The poster has 3-4 possible threats to its growth	The poster has 1-2 possible threats to its growth	

TOTAL Score for Tree _____

PRESENTATION	Distinguished (25 points)	Proficient (15-20 points)	Needs Improvement (10-15 points)	Comments/Score
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information and completes the presentation in 1 minute	

TOTAL Score for Presentation _____

TOTAL SCORE _____

INTRODUCTION TO UNIT 4

UNIT 4: CREATING LONG AND SHORT TERM GOALS

DURATION: 4 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The difference between a long term and short term goal
- How to write a measurable, time specific, short term goal
- How to fill out the short term goal tracking sheet

UNDERSTAND

Students will understand...

- Goals will help them achieve their *Possible Selves*
- That they need to learn to advocate to include **their long term goals** in DYS planning documents
- That role playing is a way to practice skills needed to meet short term goals

And therefore be able to DO

- **Identify and prioritize** at least 5 long term goals
- **Create** their own vision statement
- **Identify** 2 short term goals to begin working on ("tracking") immediately
- **Role play** scenarios designed to practice skills needed for short term goals and employment

MEASURABLE OUTCOMES:

- **5 measurable and time specific long term goals**
- **A personal vision statement**
- **2 measurable and time specific short term goals**

Connected Learning Standards (from the CDE benchmarks)

- W1** Knowledge and skills in the planning and decision making process
PS1 Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Believe in Yourself
- Create Effective Goals
- Get Along with Others

Assessment

5 measurable and time specific long term goals: 50 Points

A personal vision statement: 30 Points

2 measurable and time specific short term goals: 20 Points

Maximum points possible: 100

UNIT 4: CREATING LONG AND SHORT TERM GOALS

LESSON 1: REFLECTING ON POSSIBLE SELVES TREES: AN INTRODUCTION TO GOAL SETTING

KNOW:

- The vocabulary associated with this unit
- Their own strengths and needs

UNDERSTAND:

- How goals and hopes and expectations are related

DO:

- **Create** 5 goals related to their *Possible Selves Trees*

MATERIALS & RESOURCES:

- *Possible Selves* book (pages 35-39) (**Read this for background information. This lesson is adapted from the book**)
- Completed *Possible Selves Trees* for each student
- *Vocabulary/Terms* (page 30)
- *Long Term Goal Setting Worksheet* (page 31)
- *Goal Definition and Examples* (photocopies of page 85 from the *Possible Selves* book for all students)

LESSON STEPS:

- Review the lesson objectives and unit vocabulary (page 30)
- Give each student his/her completed tree and have them turn to the *Long Term Goal Setting Worksheet* (page 31)
- Refer to the *Goal Definition and Examples* photocopies to help them understand how a goal is written.
You want them to understand the idea that a goal includes what they want to do and by when
- Have students complete the *Long Term Goal Setting Worksheet* (page 31)
- Review the goals with each student and sign off and grade them in their workbooks (page 31)

UNIT 4: CREATING LONG AND SHORT TERM GOALS

LESSON 2: WRITING A VISION STATEMENT

KNOW:

- The vocabulary associated with this unit
- What needs to be included in a vision statement

UNDERSTAND:

- Having a vision statement can help a business or a person be more successful

DO:

- **Write** their own Vision Statement

MATERIALS & RESOURCES:

- Completed *Long Term Goal Setting Worksheet* (page 31) for each student
- *Personal Vision Statement* (page 32)
- "Believe in Yourself": www.youtube.com/watch?v=MLZrokfrfhl

LESSON STEPS:

- Review the lesson objectives and unit vocabulary
- Have students review their *Long Term Goal Setting Worksheets* (page 31)
- Show the *YouTube* clip
- Discuss the idea of a vision statement (businesses have them, schools have them... people have them).
Vision statements reflect long term goals
- Have students complete their *Personal Vision Statements* (page 31)
- Discuss the importance of their advocating for themselves at meetings so that planning documents are meaningful for them.
Having a vision statement will be useful for the 30 day exit meeting
- Have students read their vision statements to the class

UNIT 4: CREATING LONG AND SHORT TERM GOALS

LESSON 3: SHORT TERM GOALS

KNOW:

- The vocabulary associated with this unit

UNDERSTAND:

- How to write measurable, time specific goals
- That working on short term goals is an important aspect of reaching long term goals
- How to track progress towards short term goal attainment

DO:

- **Create** 2 short term goals
- **Begin to track** progress towards short term goal attainment

MATERIALS & RESOURCES:

- *Short Term Goal Setting Worksheet* (page 33)
- *Short Term Goal Tracking Chart* (page 34 and in the back pocket of this manual for you to be able to photocopy)
- *Unit 4 Grading Sheet* (page 35)

LESSON STEPS:

- Review the lesson objectives and unit vocabulary
- Have students turn to the *Short Term Goal Setting Worksheet* (page 33) Review the directions with them. Have them complete the worksheet. Give assistance as needed
- Have students turn to the *Short Term Goal Tracking Chart* (page 34). Review with them how to fill it out. This will be the way they keep track of their own progress. It is like a work out chart...have them give other examples of people who keep track of their progress towards short term goals
- Have the students write their goals into their *Short Term Goal Tracking Chart* and explain that they must be prepared to record how they are doing on these goals every day for the next 2 weeks **(Determine who will check on this daily so that it gets done!!!)**
- Review *Unit 4 Grading Sheet* (page 35) and give them time to complete, edit or add to their work from the last 2 lessons so that they can get the best possible grade for their work

UNIT 4: CREATING LONG AND SHORT TERM GOALS

LESSON 4: WORK RELATED ROLE PLAYS

KNOW:

- The vocabulary associated with this unit

UNDERSTAND:

- That working on short term goals is an important aspect of reaching long term goals
- How to track progress towards short term goal attainment

DO:

- **Participate** in role plays
- **Continue to track** progress towards short term goal attainment

MATERIALS & RESOURCES:

- Role Play suggestions (listed below)
- *Short Term Goal Tracking Chart* (page 34)

LESSON STEPS:

- Review the lesson objectives and unit vocabulary
- Have students turn to the *Short Term Goal Tracking Chart* (page 34). Review with them how to fill it out. Have them fill out information for days 1 and 2
- Review the concept of role playing and discuss that they will be participating in work related role plays. Make the connection that the kind of skills they will be practicing in the role plays are similar to the kinds of short term goals they are working on. They will be giving feedback and helpful suggestions to others when they are not part of a role play
- Use the suggestions below or make up your own scenarios
 - Dealing with a demanding customer
 - Working with a co-worker who will not pull his/her weight
 - Responding to a co-worker who is critical of your work
 - Getting caught coming back late to work after lunch
 - Asking a supervisor for personal time to go to court
 - Asking a supervisor for a raise

Unit 4 Grading Sheet

5 Long Term Goals (10 points each)
(maximum = 50)

Vision Statement (5 points for each sentence)
(maximum = 30)

2 Short Term Goals (10 points each)
(maximum = 20)

TOTAL SCORE

INTRODUCTION TO UNIT 5

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

DURATION: 6 LESSONS

(Also includes short term goal tracking activities begun in Unit 4)

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- What a transitional goal is
- How to use the internet to obtain specific information
- Specific information about what is involved in preparing for a career of interest

UNDERSTAND

Students will understand...

- The differences between long term, transitional and short term goals
- That you have to think about, plan and do things in order to attain transitional goals
- That you have to get the facts in order to make effective plans

And therefore be able to DO

- **Analyze** their progress towards their short term goals
- **Create** transitional goals related to their career of interest
- **Conduct research** using the internet to obtain factual information about how to prepare for a career of interest
- **Present** their *Researched Career Action Plan Worksheet* to the group
- **Reflect** on short term goal attainment

MEASURABLE OUTCOMES:

- **Researched Career Action Plan Worksheet**
- **Presentation**

Connected Learning Standards (from the CDE benchmarks)

- W1** Knowledge and skills in the planning and decision making process
- PS1** Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Learn to Learn
- Create Effective Goals

Assessment

Researched Career Action Plan Worksheets: **80 Points**

Presentation: **20 Points**

Maximum points possible: **100**

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

LESSON 1: UNDERSTANDING AND CREATING TRANSITIONAL GOALS

(Also: Tracking short term goal attainment)

NOTE: This unit is very challenging for students because it takes the students' career planning from the abstract to the concrete as they must research the steps they need to take to reach their goals. The research is challenging and the realization of how much work is involved to reach most goals can be discouraging. The tendency for youth is to give superficial answers to what they need to do...your job is to hold them accountable for being specific. Feedback from youth who participated in this curriculum's Pilot overwhelmingly stated that they wished they had spent more time REALLY WORKING TO UNDERSTAND THE STEPS THEY NEED TO TAKE TO REACH THEIR CAREER GOALS. This is the unit where they can and should get this kind of information...push hard and hold them accountable.

KNOW:

- The vocabulary associated with this unit

UNDERSTAND:

- The difference between short term, transitional and long term goals
- That planning for the future is an overwhelming task for most teenagers
- Getting information and setting transitional goals helps deal with the sense of being overwhelmed

DO:

- **Track** short term goal attainment
- **Create** a minimum of 5 transitional goals

MATERIALS & RESOURCES:

- *Vocabulary/Terms* (page 38)
- *Short Term Goal Tracking Chart* (page 34); you will need to photocopy additional goal tracking sheets for students
- *Transitional Goals Worksheet* (page 39)

LESSON STEPS:

- Review the lesson objectives and unit vocabulary (page 38)
- Have students turn to their short term goal tracking sheet. Have them make sure that they are rating their short term goal attainment daily (give them a new blank tracking form if necessary). Have a brief discussion about how they are doing with these goals
- Pick a famous person (a sports figure, movie star, politician) and write their career on the board. Have the class brainstorm all the steps he/she had to take to reach their career goal
- Share the steps YOU had to take to become a teacher
- Have students look at their completed trees and their *Long Term Goal Setting Worksheets* (page 31). Brainstorm as a group some of the "steps" that must be taken in order to reach these long term goals (e.g. finish high school, get a GED, save \$, get a driver's license, go to college, etc). Explain that these steps are also known as **transitional goals**
- Have students turn to the *Transitional Goals Worksheet* (page 39) and ask them to list as many transitional goals as they can think of to go with each of their long term goals. Encourage students to refer back to their completed *Job Information Webs* (page 19), particularly at the *HS Courses/other preparation needed* and *skills and abilities* circles to get ideas for their transitional goals
- Explain that most teenagers get very overwhelmed thinking about how they will ever accomplish these transitional goals (e.g. How will I ever save \$ to live on my own? How do I get a license to be an electrician?) Get them to talk about the things that seem overwhelmingly difficult to them... list them on the board. Explain that the rest of this unit will be about helping them understand more about how to go about attaining their transitional goals

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

LESSON 2: DEVELOPING A BASIC ACTION PLAN

(Also: Tracking short term goal attainment)

KNOW:

- The vocabulary associated with this unit
- How to develop a basic action plan designed to help attain a transitional goal

UNDERSTAND:

- That you have to *think about*, *plan* and *do* things in order to attain transitional goals

DO:

- **Develop** a basic action plan for one transitional goal

MATERIALS & RESOURCES:

- *Short Term Goal Tracking Chart* (page 34)
- *Action Plan Worksheet* (page 40)

LESSON STEPS:

- Have students turn to their *Short Term Goal Tracking Charts* (page 34)
- Make sure that they are rating their short term goal attainment daily (give them a new blank tracking form if they have completed the old one). Have a brief discussion about how they are doing with these goals
- Write the term “Action Plan” on the board and ask the students what it is and what it entails. Explain that transitional goals require that actions be taken...you have to think about, plan and do something to accomplish a transitional goal
- Have students turn to their *Action Plan Worksheets* (page 40). Have one student volunteer to share one of his/her long term goals and one of the transitional goals that goes with it (from the previous lesson) as an example for the class. Have the class brainstorm how to develop an Action Plan for this example
- Have students select one long term goal, one transitional goal and then identify the action steps needed to reach the transitional goal on their *Action Plan Worksheets*
- Share and discuss

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

LESSON 3: GETTING THE FACTS: RESEARCHING WHAT IT TAKES TO REACH TRANSITIONAL GOALS

(Also: Tracking short term goal attainment)

KNOW:

- Websites that can be helpful for getting information

UNDERSTAND:

- That you have to *get the facts* in order to make an effective action plan

DO:

- **Conduct research** using the internet to obtain factual information

MATERIALS & RESOURCES:

- *Short Term Goal Tracking Chart* (page 34)
- Computers with internet access
- *Get the Facts Worksheet* (page 41)

LESSON STEPS:

- Have students turn to their *Short Term Goal Tracking Charts* (page 34)
- Make sure that they are rating their short term goal attainment daily (give them a new blank tracking form if they have completed the old one). Have a brief discussion about how they are doing with these goals
- Explain that today they are going to use the internet to research the **facts** about the kinds of action steps needed to achieve different transitional goals (e.g. what exactly do you have to do in order to get a driver's license? What are the steps involved in joining the army? How to you get your GED online?)
- Depending on the number of computers you have, have students work individually or in teams
- Have students complete the *Get the Facts Worksheet* (page 41) by conducting research on the computer. Allow about 30 minutes for research
- Pull group back together and discuss what they have learned from their research

UNIT 5: GETTING WHERE YOU WANT TO GO: TRANSITIONAL GOALS

LESSONS 4, 5 AND 6: GETTING THE FACTS: RESEARCHING HOW TO PREPARE FOR MY CAREER OF INTEREST

(Also: Reflecting on short term goal attainment)

KNOW:

- Specific information about what is involved in preparing for a career of interest

UNDERSTAND:

- That you have to *get the facts* in order to make an effective action plan

DO:

- **Conduct research** using the internet to obtain factual information about how to prepare for a career of interest
- **Create** their researched based Action Plan for reaching their career goal
- **Reflect** on short term goal attainment

MATERIALS & RESOURCES:

- *Short Term Goal Tracking Chart* (page 34)
- *Short Term Goals Reflection* (page 44)
- Computers with internet access
- *Researched Career Action Plan* (page 42)
- *Unit 5 Researched Career Action Plan and Presentation Rubric* (page 43)

LESSON STEPS:

- In these lessons, students will use the MassCIS website to research the facts about the kinds of transitional goals/action steps they need to take in order to prepare for their career of interest
- If there are not enough computers for all students, some will conduct research while others work on short term goal reflection; then they will reverse activities
- Students working on the computer will use the *Researched Career Action Plan* (page 42) to record their research and plan their action steps
- Students not working on the computer will complete the *Short Term Goals Reflection* (page 44)
- Before having students begin their independent assignments, provide examples for them. Go to MassCIS, pick a career area and flip through the information using the tabs on the left. Have students identify relevant facts about how to prepare for this career and brainstorm the action steps required to reach this career goal based on the information that the website provides. Review the rubric (page 43) with the students as you do this so they will understand how much and what kind of information to research themselves
- As students conduct their research, circulate and help them gather the facts that will help them develop their action steps
- On the last day of this unit students will present to the group the information on their *Researched Career Action Plan...* indicating the facts about what it takes to prepare for their career and the action steps they have set for themselves
- Grade the worksheets and presentations using the rubric

Unit 5 Researched Career Action Plan and Presentation Rubric

100 Points Possible

Criterion	Distinguished (20 points)	Proficient (15 points)	Needs Improvement (10 points)	Comments/Score
Education	The following 4 elements are covered <ul style="list-style-type: none"> • Important HS courses listed • Advanced degrees listed • College major included • Licensure covered 4 action steps	3 of the elements are covered 3 action steps	2 of the elements are covered 2 action steps	
Location/ Cost of training	4-5 schools/training programs are listed Costs of training included 3 action steps	2-3 schools/training programs are listed Costs of training included 2 action steps	1 school/training program is listed Costs of training included 1 action step	
Skills	5 skills are listed 5 action steps	3-4 skills are listed 3-4 action steps	1-2 skills are listed 1-2 action steps	
5 employment possibilities OR Info about how to start own business	5 employment possibilities OR 5 facts about starting one's own business 5 action steps	3-4 employment possibilities OR 3-4 facts about starting one's own business 3-4 action steps	1-2 employment possibilities OR 1-2 facts about starting one's own business 1-2 action steps	
Public Speaking (3 minutes)	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information 1 minute or less	

Total Score _____

INTRODUCTION TO UNIT 6

UNIT 6: REALITY CHECK

DURATION: 4 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The elements of a budget for a person who is living on his/her own
- How to write a check
- How to balance a checkbook

UNDERSTAND

Students will understand...

- Even modest spending adds up quickly
- How much one needs to earn each month to support a desired life style
- That different levels of education yield different levels of life long earning power
- What jobs in their area of interest would support their desired life style
- If there is a realistic connection between their desired life style, long term goals and their plans for education during and after HS

And therefore be able to DO

- **Complete** the Reality Check activity on MassCIS
- **Complete** banking activities
- **Reflect** on how this information might impact their goals developed earlier

MEASURABLE OUTCOMES:

- **Reality Check Worksheet**
- **Wants vs. Needs Worksheet**
- **Reality Check Reflection Activity**
- **Check Writing Activity**
- **Maintaining a Checking Account Balance Sheet**

Connected Learning Standards (from the CDE benchmarks)

- A2-2** Mathematical skills for time and money management
- W1** Knowledge and skills in the planning and decision making process
- W2** An exploratory attitude toward self, life and the world of work
- PS1** Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Explore and Pursue Interests
- Learn to learn
- Life and Career Skills

Assessment

<i>Reality Check Worksheet:</i>	50 Points
<i>Wants vs. Needs Worksheet:</i>	20 Points
Reality Check Reflection Activity:	20 Points
4 Completed Checks:	5 Points
Maintaining a Checking Account Balance Sheet:	5 Points
<hr/>	
<i>Maximum points possible:</i>	100

UNIT 6: REALITY CHECK

LESSON 1: INTRODUCTION

KNOW:

- The vocabulary associated with a personal budget

UNDERSTAND:

- The elements that make up a basic personal budget

DO:

- **Estimate** the monthly and yearly costs of the elements of a personal budget

MATERIALS & RESOURCES:

- *Vocabulary/Terms* (page 46)
- *Budget Estimating Worksheet* (page 47)

LESSON STEPS:

- Introduce Unit 6's learning objectives
- Ask students to define the term "budget"; brainstorm the elements of a personal budget; put their ideas on the board
- Review the vocabulary associated with a personal budget (page 46)
- Explain to students that they will have a chance in this unit to do an activity on MassCIS where they can determine their monthly budget based on what they want/need and then see if their career goals will allow them to make the \$ necessary to live within their desired budget...that will begin tomorrow
- Have students turn to the *Budget Estimating Worksheet* (page 47) and fill in what they think each item costs per month
- Discuss their answers but **do not** correct misperceptions... the MassCIS activity will do that for you

UNIT 6: REALITY CHECK

LESSONS 2 AND 3: MONEY BASICS

KNOW:

- The elements of a personal budget
- The amount of money they will need to earn to support their wants/needs
- Jobs/careers that would support their budget needs
- How to write a check
- How to balance a check register

UNDERSTAND:

- What jobs in their area of interest (if any) would support their desired life style
- If there is a realistic connection between their desired life style, long term goals and their plans for education during and after high school
- Balancing a checkbook is important if you want to know how much money you actually have

DO:

- **Complete** the Reality Check activity on MassCIS
- **Analyze** whether their long term career goals (unit 2) will support their desired life style
- **Complete** basic banking activities

MATERIALS & RESOURCES:

- Paper, pencils
- Computers with internet access
- *Reality Check Worksheet* (page 48)
- *Banking Worksheets* (pages 51-53)

LESSON STEPS:

- Explain that over the next 3 classes they are going to learn about how much things really cost. They will learn what jobs pay enough money to support a desired lifestyle. Do the careers each of them have identified as being of interest in earlier units pay enough? They are going to learn some basics about how to keep track of their money in a checking account
- Explain that some of the work in these lessons will be done on the computer. If there are not enough computers for everyone to use at one time, the class will be divided into 2 smaller groups. When one group is on the computer, the other will have seat work to complete
- Discuss safe and responsible internet use and consequences for not following the rules. Remind line staff that they need to monitor computer use
- Divide the class into 2 groups
- Group 1 will log onto MassCIS and click on *Reality Check* and follow the instructions on the *Reality Check Worksheet* (page 48)
- Group 2 will be given worksheets on check writing and checkbook balancing (pages 51-53)
- The 2 groups will then reverse activities
- It is anticipated that it will take 2 class periods for all students to complete both the computer and seat assignments

UNIT 6: REALITY CHECK

LESSON 4: EARN MORE OR SPEND LESS?

KNOW:

- The difference between wants and needs

UNDERSTAND:

- That they may not be able to afford everything they want

DO:

- **Reflect** on whether they need to adjust their goals based on the Reality Check activity

MATERIALS & RESOURCES:

- Paper, pencils
- Completed *Reality Check Worksheet* (page 48)
- *Wants vs. Needs Worksheet* (page 49)
- *Reality Check Reflection* (page 50)
- *Unit 6 Grading Sheet* (page 54)

LESSON STEPS:

- Discuss that for many of them, as a result of doing the Reality Check, they discovered that the careers they were thinking about do not have a high enough salary to support their desired lifestyle. They now have to think about either planning to earn more money or planning on spending less
- Have students turn to the *Wants vs. Needs Worksheet* (page 49). Then have them look at their completed *Reality Check Worksheet* monthly expense summaries (page 48). Are there any items they are willing to list as wants vs needs, thus reducing the amount of monthly spending? Discuss
- Have students complete the *Reality Check Reflection* (page 50)
- Share and discuss their answers to the reflection activity
- Have students look at the *Unit 6 Grading Sheet* (page 54) and have them review this unit's assignments and make corrections, additions, etc. so as to get the best possible grade

Extending This Unit

During the Pilot of this curriculum, several teachers extended this unit by adding some lessons on topics that they thought youth were interested in.

Topics of potential interest include (but are not limited to):

- Credit cards
- Loans
- Cell Phone Plans
- Health Insurance

Additional Resources for Teaching Financial Literacy

NEFE High School Financial Planning Curriculum

www.thirteen.org/finance (games, videos and lesson plans on a variety of topics)

www.themint.org/teens/index.html (more activities for learning about managing \$)

www.mahealthconnector.org/portal/site/connector (Massachusetts health insurance information)

www.myrateplan.com/wireless_plans (compare cell phone plans)

Unit 6 Grading Sheet

Reality Check Worksheet
(maximum = 50)

Wants vs. Needs Worksheet
(maximum = 20)

Reality Check Reflection Activity
(maximum = 20)

4 Completed Checks
(maximum = 5)

Balance Sheet
(maximum = 5)

TOTAL SCORE

INTRODUCTION TO UNIT 7

UNIT 7: HOW BELIEFS AFFECT DECISIONS

DURATION: 4 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The definitions of optimistic and pessimistic
- The definitions of internal and external locus of control

UNDERSTAND

Students will understand...

- That personal beliefs can impact personal success or failure
- That you can work to create new beliefs, giving you more control

And therefore be able to DO

- **Identify** their perceptions and beliefs about themselves, the world and their place in the world
- **Create** positive belief statements that will assist with long term goal attainment
- **Reflect** on how their personal beliefs may impact their attitude and goal attainment

MEASURABLE OUTCOMES:

- **Positive Belief Webs**
- **Prediction Letters**
- **Presentation**

Connected Learning Standards (from the CDE benchmarks)

PS1 Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

PS3 Attitudes behaviors and skills necessary for managing personal and environmental variables that impact career development

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Develop your Character
- Believe in Yourself

Assessment

Positive Belief Webs: 40 Points

Prediction Letters: 35 Points

Presentation: 25 Points

Maximum points possible: 100

UNIT 7: HOW BELIEFS AFFECT DECISIONS

LESSON 1: INTRODUCTION

NOTE: In this unit, you will be confronted with many youths' pessimistic outlook regarding the world and their negative beliefs about themselves. It is critical that they perceive that **YOU BELIEVE IN THEM!** The goal of this unit is to see if you can begin to get youth to shift long held negative thoughts and beliefs and begin to develop a more positive outlook.

KNOW:

- The definitions of optimistic and pessimistic
- The definitions of internal and external locus of control

UNDERSTAND:

- How some famous individuals used a positive attitude to overcome enormous obstacles
- Letting negative events control us is giving up our internal locus of control

DO:

- **Identify** whether they tend to be more optimistic or pessimistic
- **Identify** situations where they take control and situations where they give up control

MATERIALS & RESOURCES:

- *Vocabulary/Terms* (page 56)
- *Optimism vs. Pessimism Worksheet* (page 57)
- *Who Controls Your Life? Worksheet* (page 58)
- "Experience Self – Strength – Fear is the Thief of Dreams": www.youtube.com/watch?v=mNSesIM_tTs

LESSON STEPS:

- Introduce Unit 7's learning objectives and vocabulary (page 56)
- Show the "Experience Self" YouTube video; discuss its message
- Put the Helen Keller quote "We can do anything we want if we stick to it long enough" on the board and generate a class discussion. Ask if they can think of words to describe Helen Keller's attitudes and beliefs about herself. Ask them to think of other examples of people who have hard lives, but have been positive and successful
- Have students complete the *Optimism vs. Pessimism Worksheet* (page 57)
- Share and discuss
- Ask students whether Helen Keller took charge of her life or if she let outside forces control her?
- Have students complete the *Who Controls Your Life? Worksheet* (page 58)
- Share and discuss
- Explain that in this unit they will be encouraged to shift their attitude to believe that they can control what happens in their lives

UNIT 7: HOW BELIEFS AFFECT DECISIONS

LESSON 2: PERCEPTIONS AND BELIEFS

KNOW:

- The definitions of perceptions and beliefs
- Their perceptions/beliefs (point of view/opinion)of themselves, the world and their place in the world

UNDERSTAND:

- The factors that have contributed to their perceptions/beliefs
- How perceptions/beliefs affect thoughts, feelings and behaviors
- How some of their beliefs are limiting
- How your beliefs determine who has control over your life
- That you can work to create new beliefs, giving you more control

DO:

- **Identify** their perceptions and beliefs about themselves , the world and their place in the world

MATERIALS & RESOURCES:

- *My Personal Belief Quotient Worksheet* (page 59)
- "The Secret 1st 20 Minutes": www.youtube.com/watch?v=_blGKGWJbE8

LESSON STEPS:

- Review the vocabulary for Unit 7
- Have students complete the *My Personal Belief Quotient Worksheet* (page 59)
- Have a class discussion on what they think may be strategies to use to change limiting thoughts and feelings
- Show the YouTube "The Secret" video clip; discuss the message in the video about how people can change their beliefs

UNIT 7: HOW BELIEFS AFFECT DECISIONS

LESSON 3: POSITIVE BELIEF STATEMENTS

KNOW:

- What a positive belief statement is

UNDERSTAND:

- How their beliefs may impact long term goal attainment

DO:

- **Create** positive belief statements that will assist with long term goal attainment

MATERIALS & RESOURCES:

- *Positive Belief Web* (page 60)
- Completed *Job Information Web* from Unit 2 (page 19) and *Researched Career Action Plan* from Unit 5 (page 42)

LESSON STEPS:

- Explain that today they will create positive belief statements related to their long term career goals
- Review the message from *The Secret* video clip watched in the last class
- Have them turn to the *Positive Belief Web* (page 60) and write their long term career goal in the circle in the center. Have them take out their completed *Job Information Webs* from Unit 2 (page 19) and *Researched Career Action Plans* from unit 5 (page 42) and then fill in the information in the **smaller circles** on the web
- Create a few positive belief statements as a class to set the example of how they will fill out the lines above or below the outer circles
- Have them complete the web
- Share and discuss

UNIT 7: HOW BELIEFS AFFECT DECISIONS

LESSON 4: PREDICTION LETTERS

KNOW:

- What a prediction is

UNDERSTAND:

- How their attitude and beliefs may impact long term goal attainment
- That if you write something down, it is more likely to happen

DO:

- **Create** Prediction Letters that will assist with long term goal attainment
- **Present** their *Positive Belief Webs* and Prediction Letters to the group

MATERIALS & RESOURCES:

- *Sample Prediction Letter* (page 61)
- *Prediction Letter Worksheet* (page 62)
- *Completed Researched Career Action Plan* (page 42)
- *Completed Positive Belief Web* (page 60)
- *Unit 7 Grading Sheet* (page 63)

LESSON STEPS:

- Explain that today they will create Prediction Letters related to their transitional career goals. Show them a sample letter (page 61) and explain that the purpose of writing a prediction letter is to help them attain their goals. When you write something down it becomes more likely that you will really do it
- Have them turn to their completed *Researched Career Action Plans* (page 42) and reread the column that lists their action steps; also have them reference the *Positive Belief Webs* done in the last lesson
- Review the *Unit 7 Grading Sheet* (page 63) with them so they have a clear understanding of the expectations for this unit
- Have them write their letters and indicate that they should predict progress on at least 5 action steps
- Circulate and give assistance
- Have students present both their *Positive Belief Webs* and their *Prediction Letters* to the group. Grade them using the rubric

Unit 7 Grading Sheet

Positive Belief Web (10 points for each positive belief statement)
(maximum = 40)

Prediction Letter (7 points for each prediction)
(maximum = 35)

Presentation
(maximum = 25)

TOTAL SCORE

INTRODUCTION TO UNIT 8

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

DURATION: 4 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The definition of resilience
- What an affirmation is
- The difference between negative and positive self-talk
- Strategies for overcoming obstacles and maintaining a positive attitude

UNDERSTAND

Students will understand...

- How obstacles can sometimes be opportunities
- The importance of a positive attitude

And therefore be able to DO

- **Create** personal affirmations
- **Practice** the language (self talk) associated with a positive attitude
- **Identify** a variety of strategies to overcome obstacles
- **Present** their strategies for overcoming personal obstacles

MEASURABLE OUTCOMES:

- **Personal Affirmations**
- **Overcoming Obstacles Worksheet**
- **Presentation**

Connected Learning Standards (from the CDE benchmarks)

PS1 Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

PS3 Attitudes behaviors and skills necessary for managing personal and environmental variables that impact career development

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Get Along with Others
- Develop your Character
- Believe in Yourself

Assessment

5 Personal Affirmations:	10 Points
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Overcoming Obstacles:	80 Points
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Presentation:	10 Points
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<i>Maximum points possible:</i>	100
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UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

LESSON 1: WHAT IS RESILIENCY/REFRAMING?

KNOW:

- The definitions of the unit's vocabulary/terms
- 5 different coping strategies that demonstrate resilience

UNDERSTAND:

- How obstacles can be opportunities
- The importance of a positive attitude

DO:

- **Identify** coping strategies to use to overcome obstacles

MATERIALS & RESOURCES:

- *Vocabulary/Terms* (page 66)
- "Rocky 3": www.youtube.com/watch?v=-5uXw5WU7cw&feature=related
- *Resiliency IS/IS NOT* (page 67)
- *Resiliency Activities* (pages 68-69)

LESSON STEPS:

- Introduce Unit 8's learning objectives and vocabulary (page 66)
- Explain that in unit 7 they learned about their personal beliefs and that many students have limiting beliefs. In this unit they are going to learn about how to work to change their limiting beliefs. They have the power to learn how to be resilient and have a positive attitude
- Show *YouTube* "Rocky 3" clip; discuss Rocky's resilience
- Have students turn to *Resiliency IS/IS NOT* (page 67). Read together and discuss
- Have students turn to the *Resiliency Activity: Using Personal Strengths* (page 68). Read the Rocky Quote together and then have them answer the questions below. Share and discuss
- Turn to the *Resiliency Activity: Reframing* (page 69); read together and then have them fill out the questions. Share and discuss
- Stress to them that RESILIENCE/REFRAMING is an example of a **coping strategy**

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

LESSON 2: FOCUS ON THE POSITIVE

KNOW:

- How to recognize personal strengths
- The difference between negative and positive self-talk

UNDERSTAND:

- The importance of a positive attitude in overcoming obstacles

DO:

- **Identify** personal strengths
- **Practice** the language (self talk) associated with a positive attitude

MATERIALS & RESOURCES:

- *Personal Strength Diamond Worksheet* (page 70)
- *Cup is Half Full Worksheet* (pages 71-72)

LESSON STEPS:

- Reinforce that in this unit they are going to learn about how to work to change their limiting beliefs. They have the power to learn how to be resilient and have a positive attitude
- Have them complete the *Personal Strength Diamond Worksheet* (page 70) and the *Cup is Half Full Worksheet* (pages 71-72)
- Share and discuss, stressing that coping skills can be practiced and learned

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

LESSON 3: AFFIRMATIONS

KNOW:

- What an affirmation is

UNDERSTAND:

- The importance of a positive attitude in overcoming obstacles

DO:

- **Create** personal affirmations

MATERIALS & RESOURCES:

- *What are Positive Affirmations?* (page 73)
- “Baseball Tawk Daily Affirmation” (Big Papi’s affirmation): www.youtube.com/watch?v=DhTFIKx1iSY
- *Positive Affirmations Worksheet* (page 74)

LESSON STEPS:

- Review the vocabulary term “affirmation”
- Read *What are Positive Affirmations?* (page 73) and have them try to come up with some examples
- View the YouTube “Baseball Tawk Daily Affirmation” clip and discuss
- Discuss the power of personal affirmations and have them look at the *Positive Affirmations Worksheet* (page 74). Have them create at least 5 affirmations of their own
- Share and discuss
- Review the 5 coping strategies they have been learning about:
 - Reframing
 - Drawing on personal strengths
 - Focus on the positive
 - Positive self talk
 - Positive affirmations

UNIT 8: MOVING FORWARD: DEVELOPING COPING STRATEGIES

LESSON 4: OVERCOMING OBSTACLES

KNOW:

- What an obstacle is

UNDERSTAND:

- The importance of knowing how to use coping strategies to overcome obstacles

DO:

- **Identify** a variety of strategies to overcome obstacles
- **Present** their strategies for overcoming personal obstacles

MATERIALS & RESOURCES:

- *Overcoming Obstacles Worksheet* (page 75)
- *Unit 8 Grading Sheet* (page 76)
- Completed worksheets from the first 3 lessons of this unit (pages 68-72, 74)

LESSON STEPS:

- Explain that they are going to end this unit by identifying strategies to overcome obstacles. They will refer back to the work they have completed in this unit and use it to help them think about how to cope with real obstacles in their lives
- Have students look at the *Overcoming Obstacles Worksheet* (page 75)
- Have students look at the *Unit 8 Grading Sheet* (page 76)
- Have students complete the activity
- Have each student present his/her 2 obstacles and strategies for overcoming them. Grade them using the rubric

Unit 8 Grading Sheet

5 Positive Affirmations (2 points each)
(maximum = 10)

Overcoming Obstacles (8 points for each completed box)
(maximum = 80)

Presentation
(maximum = 10)

TOTAL SCORE

INTRODUCTION TO UNIT 9

UNIT 9: LIFE IS A ROLLER COASTER

DURATION: 5 LESSONS

UNIT LEARNING OBJECTIVES:

KNOW

Students will know...

- The scope and expectations for the roller coaster project

UNDERSTAND

Students will understand...

- How many of the activities in this curriculum link together

And therefore be able to DO

- **Create** their *Life is a Roller Coaster* project
- **Present** their project

MEASURABLE OUTCOMES:

- **Roller Coaster Project**
- **Presentation**

Connected Learning Standards (from the CDE benchmarks)

PS1 Attitudes, knowledge and skills that promote identity formation, personal responsibility and self-direction

PS3 Attitudes behaviors and skills necessary for managing personal and environmental variables that impact career development

Connected “Possible Self” Elements (from *Empower Your Future Model*)

- Know Yourself
- Create Effective Goals
- Get Along with Others
- Develop your Character
- Believe in Yourself

Assessment

Roller Coaster Project:	60 Points
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Presentation:	40 Points
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<i>Maximum points possible:</i>	100
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UNIT 9: LIFE IS A ROLLER COASTER

LESSONS 1, 2, 3, 4 AND 5: THE ROLLER COASTER PROJECT

KNOW:

- The scope and expectations for the roller coaster project

UNDERSTAND:

- How many of the activities in this curriculum link together

DO:

- **Complete** the Life is a Roller Coaster project
- **Present** their projects

MATERIALS & RESOURCES:

- *Life Is a Roller Coaster Project Organizer Worksheet* (pages 78-79)
- Completed projects from the earlier units of this curriculum
- Templates/Roller Coaster (page 80)
- *Roller Coaster Project and Presentation Rubric* (page 81)
- Poster boards
- Markers

LESSON STEPS:

- Introduce the concept of life being like a roller coaster and explain that they are going to use the roller coaster metaphor to do a project which will bring together many of the activities they have completed over the course of this curriculum. Once the project is completed they will present it to the group
- Have them turn to the *Life Is a Roller Coaster Project Organizer Worksheet* (pages 78-79)
- Review the project rubric with the students (page 81)
- Encourage them to look back over completed projects to help them complete the organizer
- Have students enter the information from their organizer onto the templates to create the roller coaster, supports, and stars
- Have them transfer the information on their Life is a Roller Coaster template onto a poster board, labeling each section of their poster
- Have students present their completed projects to the group

It is anticipated that it will take about 5 class periods to complete the projects and all the presentations.

Roller Coaster Project and Presentation Rubric

Maximum = 100 Points

PROJECT	Distinguished (6 points)	Proficient (4 points)	Needs Improvement (2 points)	Comments/Score
Long Term Goals	Includes 3	Includes 2	Includes 1	
Personal Crash Zone	Includes 3	Includes 2	Includes 1	
Short Term Goals	Includes 3	Includes 2	Includes 1	
Personal Strengths	Includes 3	Includes 2	Includes 1	
Transitional Goals	Includes 3	Includes 2	Includes 1	
Education Crash Zone	Includes 3	Includes 2	Includes 1	
Coping Strategies	Includes 3	Includes 2	Includes 1	
Community Crash	Includes 3	Includes 2	Includes 1	
People to Support Me	Includes 3	Includes 2	Includes 1	
Personal Affirmations	Includes 3	Includes 2	Includes 1	

TOTAL Score for Project (max = 60) _____

PRESENTATION	Distinguished (40 points)	Proficient (30 points)	Needs Improvement (20 points)	Comments/Score
Presentation	The student speaks clearly, shows enthusiasm and explains the information in a manner that the audience can follow. The presentation lasts 3 minutes (+/- 30 seconds)	The student can be understood, covers the information and completes the presentation in 2 minutes	The student does not convey information clearly, covers some but not all of the information and completes the presentation in 1 minute	

TOTAL Score for Presentation (max = 40) _____

TOTAL SCORE _____

APPENDIX

THE MA CAREER DEVELOPMENT EDUCATION BENCHMARKS CROSSWALK WITH THE MASSACHUSETTS CURRICULUM FRAMEWORKS

The MA Career Development Education* Benchmarks Crosswalk with the Massachusetts Curriculum Frameworks		
MA Career Development Education Benchmarks	Competencies	Domain Area
<p>Learners will develop and demonstrate:</p> <p>A1: 21st century academic, technical and employability skills for success in school and in the workplace;</p> <p>A2: strong academic, technical and employability skills for career and life management.</p>	A1-1: Flexible, higher order thinking skills (<i>e.g., project management, leadership, problem solving</i>)	<p>English Language Arts (ELA) Guiding Principles: Literacy in all forms of media. (A 1-2)</p> <p>ELA General Standard: Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer [one’s] own questions. (A1-3)</p> <p>Mathematics Guiding Principle: Technology is an essential tool in a mathematics education (A1-2).</p> <p>Mathematics Core Concept: (1) Analyzing change in various contexts; (2) using visualization and spatial reasoning to solve problems. (A1-1)</p> <p>Science and Technology Engineering Broad Concepts: (1) Engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants (2) Appropriate materials, tools, and machines extend our ability to solve problems and invent. (A1-1; A1-2)</p> <p>Arts Guiding Principle: Skills and understanding of creating, performing, and responding. (A2-1, A2-3)</p> <p>Arts Core Concept: Understanding the value of reflection and critical judgment in creative work. (A2-4)</p> <p>ELA Guiding Principles: (1) Writing as an essential way to develop, clarify, and communicate ideas in a persuasive, expository, narrative, and expressive discourse (A2-1)</p> <p>ELA General Standard: Students will organize ideas in writing in a way that makes sense for their purpose. (A2-3)</p> <p>Foreign Language Communication Strand: Recognize three “communicative modes” (interpersonal, interpretive, presentational) that place primary emphasis on the context and purpose of the communication. (A2-1)</p> <p>Mathematics Guiding Philosophy: Achieving mathematical competence through [...] emphases on problem solving, communicating, reasoning and proof, making connections, and using representations. (A2-2, A2-4)</p> <p>Mathematics Core Concepts: (1) Compute fluently and make reasonable estimates; (2) apply appropriate techniques, tools and formulas to determine measurements; (3) understand and apply basic concepts of probability. (A2-2, A2-3)</p> <p>Science and Technology Engineering Guiding Principle: Addressing prior knowledge and misconceptions (i.e., challenging inaccurate beliefs and redirecting student learning along more productive routes.) (A2-4)</p> <p>Science and Technology Engineering Broad Concept: Ideas can be communicated through engineering drawing, written reports and pictures. (A2-1)</p>
	A1-2: Technical and technological skills (<i>e.g., blueprint reading and computer software management</i>)	
	A1-3: Skills in locating and using information resources for research (<i>e.g., libraries, Internet</i>)	
	A2-1: Communication and literacy skills for self-advocacy and presentation (<i>e.g., college and job interviews</i>)	
	A2-2: Mathematical life skills for time and money management	
A2-3: Organizational skills for career and life management	<p>Academic-Technical Development</p>	
A2-4: Critical thinking skills to use and evaluate information (<i>e.g., evaluating credit card offers</i>)		
A2-5: Technical literacy for career and life management (<i>e.g., online banking, managing FAFSA online</i>)		

***CAREER DEVELOPMENT EDUCATION: the array of educational assistance that students receive toward career development** including formal and informal knowledge and information about educational and occupational demand, appropriate workplace behavior, necessary skills, education, experience, and aptitudes needed for specific industries and/or jobs.

CAREER: the sequence of occupations and other life roles that combine to express one’s commitment to work in the total pattern of self-development, including paid and unpaid positions and **work-related roles such as student, family member and citizen.**

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks		Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)	
MA Career Development Education Benchmarks	Competencies	Domain Area	
<p>Learners will develop and demonstrate:</p> <p>A3: knowledge of how education and work are interrelated and contribute to the economy and society</p>	<p>A3-1: Knowledge of how educational and workplace demands relate to economic and societal needs and functions (e.g., <i>outsourcing, medical research</i>)</p> <p>A3-2: Skills in researching and evaluating economic and societal information for career planning and career management</p>	<p>Academic-Technical Development</p>	<p>Arts Guiding Principle: Making connections among the arts and with arts resources in the community. (A3-1)</p> <p>ELA General Standard: Deepen [one’s] understanding of a literary or non-literary work by relating it to its contemporary context or historical background. (A3-1)</p> <p>History and Social Studies Theme: The development of scientific reasoning, technology, and formal education over time and their effects on people’s health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. (A3-1)</p> <p>Mathematics Core Concept: Formulating questions that can be addressed with data; collect, organize, display relevant data to answer them. (A3-2)</p> <p>Science and Technology/Engineering Core Concept: Drawing on skills, habits, and subject matter knowledge for informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (A3-2)</p>
	<p>A4: an appreciation for the relevance of education in their lives (i.e., <i>answering, “Why do I need to know this?”</i>)</p>		<p>A4-1: Knowledge of the benefits of education for career and life management</p> <p>A4-2: Knowledge of the benefits of education for personal and professional satisfaction</p> <p>A4-3: Skills in maximizing educational and workplace achievement for employability, work satisfaction, and optimal earning potential</p>

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks		
MA Career Development Education Benchmarks	Competencies	Domain Area
<p>Learners will develop and demonstrate:</p> <p>W-1: knowledge and skills in the planning and decision-making process</p> <p>W2: an exploratory attitude toward self, life and the world of work;</p> <p>W3: workplace specific knowledge and skills for employability and career advancement.</p>	<p>W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>)</p> <p>W1-2: Knowledge of decision-making as a complex process</p> <p>W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>)</p> <p>W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values and interests</p> <p>W1-5: Skills in establishing and modifying career management tools (e.g., resume, portfolio)</p> <p>W1-6: Skills to plan and navigate career transitions</p> <p>W2-1: Skills and attitudes for developing and maintaining the identity of a learner, for life</p> <p>W2-2: Knowledge of how and where to access career and labor market information</p> <p>W2-3: Skills to both utilize and evaluate career information, resources, and experts in career planning</p> <p>W3-1: Knowledge of how performance assessments measure learning and productivity</p> <p>W3-2: Knowledge of the concepts of career pathway development, labor market demand and job retention</p> <p>W3-3: Knowledge of risks and rewards of various careers</p> <p>W3-4: Knowledge and skills necessary for employment, retention and advancement</p> <p>W3-5: Knowledge of the transferability skills and its value</p>	<p>Workplace Readiness Development</p>
	<p>MA Career Development Education Benchmarks aligned with MA Career Development Benchmark competencies (e.g. AI-2)</p>	<p>ELA Guiding Principles: Strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning. (W1-1, W1-3)</p> <p>Health Guiding Principle: Use fundamental health concepts to assess risks, to consider potential consequences, and to make health-enhancing decisions. (W1-3)</p> <p>History and Social Studies General Economics Skill: Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (W1-2; W1-4)</p> <p>Mathematics Core Concepts: (1) Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; (2) develop and evaluate inferences and predictions based on data. (W1-3, W1-6)</p> <p>Science and Technology Engineering Guiding Principle: Address students' prior knowledge and misconceptions (i.e., to challenge inaccurate beliefs and redirect student learning along more productive routes.) (W1-3)</p>
	<p>ELA Composition General Standard: Gather information from a variety of sources, analyze and evaluate the quality of the information obtained, and use it to answer their own questions. (W2-1, W2-2)</p> <p>Mathematics Guiding Principle: Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (W2-1)</p> <p>Science and Technology Engineering Guiding Principle: Investigation, experimentation, and problem-solving are central to science and technology/engineering education. (W2-1, W2-3)</p>	<p>Arts Guiding Principle: Making connections among the arts and with other disciplines within the core curriculum (W3-5)</p> <p>History and Social Studies General Economics Skills: (1) Describe how the earnings of workers are affected by the market value of the product produced and worker skills; (2) identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (W3-2, W3-3)</p> <p>Mathematics and Science and Technology Engineering Guiding Principles: Assessment of student learning takes many forms and serves to inform learning, guide instruction, and evaluate progress. (W3-1)</p> <p>Science and Technology Engineering Core Concept: Drawing on skills, habits, and subject matter knowledge for the informed participation in the intellectual and civic life of American society and for further education in these areas if they seek it. (W3-4)</p>

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks		
MA Career Development Education Benchmarks	Competencies	Domain Area
<p>Learners will develop and demonstrate: W4: awareness of social and cultural conditions that affect career decision-making and workplace success;</p> <p>W5: knowledge of all aspects of an industry, service, trade or occupation.</p>	<p>W4-1: Knowledge of the interrelationship of life roles</p> <p>W4-2: Skills in managing competing life roles at home, school, work and in the community</p> <p>W4-3: Knowledge of the impact of cultural stereotyping and gender-based roles in relation to career decisions and occupational success</p> <p>W5-1: Knowledge of the structures, dynamics and opportunities within industries and organizations</p> <p>W5-2: Knowledge of industry's role in local, national and global arenas</p> <p>W5-3: Skills to locate, understand, evaluate and use safety information</p>	<p>Workplace Readiness Development</p>
		<p>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. AI-2)</p> <p>ELA Guiding Principle: Respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (W4-1, W4-3)</p> <p>Health Guiding Principles: Work in a positive manner with families, school staff, peers, and community members to [...] create a safe and supportive environment where individual similarities and differences are acknowledged. (W4-2)</p> <p>History and Social Studies Theme: The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries. (W4-1, W4-3)</p> <p>Arts Guiding Principles: Making connections among the arts [...] and with arts resources in the community. (W5-2)</p> <p>Health Guiding Principles: Uses fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions. (W5-3)</p> <p>History and Social Studies Theme: The growth and spread of free markets and industrial economies. (W5-2)</p>

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks		
MA Career Development Education Benchmarks	Competencies	Domain Area
<p>Learners will develop and demonstrate: PS1: attitudes, behaviors, knowledge and skills that promote identity formation, personal responsibility and self-direction</p>	<p>PS1-1: Skills in developing and maintaining a clear and positive self-concept (<i>with an increasingly more differentiated and affirmative view of oneself</i>)</p> <p>PS1-2: Skills in relating individual learning style, interests, values and aptitudes to one's concept of self</p> <p>PS1-3: Attitudes and skills, personal responsibility and self-determination</p> <p>PS1-4: Skills in applying personal ethics in all settings</p>	<p>Personal/Social Development</p>
		<p>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. AI-2)</p> <p>Arts Core Concept: Expressing ideas and emotions that [one] cannot express in language alone. In order to understand the range and depth of the human imagination, one must have knowledge of the arts. (PS1-1)</p> <p>ELA Guiding Principles: (1) Building on the language, experiences, and interests that students bring to school; (2) developing each student's distinctive writing or speaking voice; (3) Attaining independence in learning (students articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them.) (PS1-1, PS1-2)</p> <p>Health Guiding Principles: (1) Healthy habits and behaviors for the individual and others; (2) Skills that assist students in understanding and communicating health information clearly for self-management and health promotion. (PS 1-1, PS1-3)</p> <p>Foreign Language Technology Competencies: (1) Identify ethical and legal behaviors when using technology and describe personal consequences of inappropriate use; (2) Practice responsible use of technology systems and software (3) Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society (PS1-4)</p> <p>Mathematics Guiding Principles: Mathematical ideas should be explored in ways that stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. (PS1-2)</p>

The MA Career Development Education Benchmarks* Crosswalk with the Massachusetts Curriculum Frameworks		
MA Career Development Education Benchmarks	Competencies	Domain Area
<p>MA Career Development Education Benchmarks</p> <p>PS2: Learners will develop and demonstrate: attitudes, behaviors and interpersonal skills to work and relate effectively with others;</p>	<p>PS2-1: Skills in interacting positively with others at home, at school, at work and in the community</p> <p>PS2-2: Skills in problem-solving and conflict resolution at home, at school, at work and in the community</p> <p>PS2-3: Knowledge of and respect for individual differences</p> <p>PS2-4: Knowledge of how positive behaviors and attitudes contribute to educational achievement and workplace success</p>	<p>Excerpts from Massachusetts Curriculum Frameworks aligned with MA Career Development Benchmark competencies (e.g. A1-2)</p> <p>ELA Guiding Principles: Drawing on literature from many genres, time periods, and cultures; Encouraging respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS2-3)</p> <p>Foreign Language Core Concept: Influencing our perception of the world around us and permanently enriching and enlarging our appreciation and understanding of ourselves and others. (PS2-3, PS2-4)</p> <p>Health Guiding Principle: Habits and conduct that enhance health and wellness, and guides efforts to build healthy families, relationships, schools, and communities. (PS2-1, PS 2-2)</p> <p>History and Social Studies Theme: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. (PS 2-3, PS2-4)</p> <p>Science and Technology Guiding Principles: Collaboration in scientific and technological endeavors and communicating ideas. (PS2-1)</p>
<p>PS3: attitudes, behaviors and skills necessary for managing personal and environmental variables that impact career development;</p>	<p>PS3-1: Knowledge and skills for maintaining personal and psychological well-being (e.g., locating information, services, support; stress management skills)</p> <p>PS3-2: Knowledge and skills for evaluating and responding to social and economic influences at home, school, work and in the community (e.g., postsecondary planning based on financial need; exploring transportation options for summer employment)</p>	<p>Health Guiding Principles: (1) Using fundamental health concepts to assess risk, to consider potential consequences, and to make health-enhanced decisions; (2) Understand and communicate health information clearly for self-management and health promotion. (PS3-1)</p> <p>History and Social Studies Concepts: Distinguishing between long-term and short-term cause and effect relationships; distinguishing intended from unintended consequences. (PS3-1, PS3-2)</p> <p>Mathematics Core Concepts: Developing and evaluating inferences and predictions based on data. (PS3-2)</p>
<p>PS4: attitudes, behaviors, and skills that foster respect for diversity and work to eliminate stereotyping (at home, school, work and in the community).</p>	<p>PS4-1: Knowledge and skills that promote participation, positive behavior and regard within diverse groups (e.g., Gay Straight Alliance)</p> <p>PS4-2: Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)</p>	<p>ELA Guiding Principle: Respect for differences in home backgrounds [and] nurtur[ing] students' sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life. (PS4-1)</p> <p>History and Social Studies Theme: Recognize each person as an individual, encourage respect for human and civil rights of all people, emphasize student's shared heritage as citizens, residents, and future citizens of the U.S. (PS4-1)</p> <p>Health Guiding Principles: Work in a positive manner with families, school staff, peers, and community members to [...] create a safe and supportive environment where individual similarities and differences are acknowledged. (PS4-2)</p>

