

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Professional/Technical
Grades 6-8

I. Communication-The student will acquire and demonstrate self-understanding and human relation skills that allow them to communicate and function effectively.

Goal - the student will:	Objectives	Samples of Applications
<p>01. Social Interaction and Interpersonal Skills- Students will understand, respect and care for others in order to develop and maintain effective relationships with peers and adults.</p>	<ul style="list-style-type: none"> a. Recognize the skills needed to select and keep friends. b. Understand how to assess current social relationships. c. Demonstrate the ability to function appropriately with a variety of people. d. Seek information non-defensively and provide feedback in a constructive manner. e. Use nonverbal communication effectively: eye contact; facial expression; body positions, and gestures. f. Identify with a speaker while maintaining objectivity. g. React to ideas rather than to the person presenting the ideas. 	<ul style="list-style-type: none"> i. Strength charts ii. Collaborative activities iii. Speaking in front of a group
<p>02. Teamwork-Students will develop and maintain listening and expression skills to relate effectively with others.</p>	<ul style="list-style-type: none"> a. Describe how communication skills improve relationships with others. b. Use communication skills to manage peer pressure. c. Develop skills needed for appropriate expression of opinions, attitudes and beliefs. d. Identify teaming skills and talents of self and others e. Identify and use relevant options in terms of setting and accomplishing goals. f. Recognize limitations and build on individual strengths of self and others. g. Work as a member of a team to solve problems. h. Encourage others and builds trust by actively listening and responding appropriately to the contributions of others. i. Distinguish between fact and opinion and clarify a problem. j. Accept and offer suggestions in a positive way and is able to evaluate 	<ul style="list-style-type: none"> i. Dependable strengths charts ii. Exploratory classes iii. DARE iv. Group projects v. Goal-Setting vi. Assignment books vii. Mock trials viii. Student government ix. Organized Team Sports x. Conflict management

	<p>solutions rationally.</p> <p>k. Resolve differences for the benefit of the group as a whole and help to choose a solution to the problem.</p> <p>l. Participate in the implementation of a solution and evaluate the results.</p> <p>m. Understand one's own culture the cultures of others, and how cultures differ, and are alike.</p> <p>n. Work effectively with various age groups, genders, differing abilities, and one's own and other cultures while maintaining one's individuality.</p>	
03. Leadership Skills-Students will develop group and leadership skills.	<p>a. Practice the various roles in group situations within the classroom.</p> <p>b. Compare and contrast the various styles of leadership.</p>	<p>i. Cooperative learning</p> <p>ii. Student Council</p> <p>iii. Service Learning</p> <p>iv. Job shadowing</p>

II. Life Skills-Students will develop and use resources and skills necessary to function in society.

Goal - the student will:	Objectives	Samples of Applications
01. Personal Management- Students will use systematic, effective, decision-making and problem-solving processes that demonstrate responsibility, self-discipline, ethical behavior, self-esteem and respect for others.	<p>a. Outline a study/work improvement plan.</p> <p>b. Build self-confidence by taking appropriate risks to meet new challenges.</p> <p>c. Respect individual differences and the property of others.</p> <p>d. Model positive personal qualities of competency, honesty, and integrity as a member of a work group.</p> <p>e. Use necessary facts to evaluate and select appropriate alternatives considering the underlying values and criteria of each.</p> <p>f. Predict the consequences of each alternative selected in terms of the options that were considered and accept responsibility for choices.</p> <p>g. Recognize the role values and beliefs play in setting goals and making decisions.</p> <p>h. Identify and resist sources that influence unethical behavior.</p> <p>i. Model safe healthy practices and drug-free behavior and relate their importance to the workplace.</p> <p>j. Resist being impulsive.</p> <p>k. Evaluate risks.</p>	<p>i. Sustain high energy levels to accomplish long-term or difficult projects</p> <p>ii. Display ability to take criticism and accept mistakes as a part of learning</p> <p>iii. Use preventative measures before beginning a task to maximize safety</p> <p>iv. Make use of a decision-making grid/matrix to study decisions that involve a limited number of alternatives and criteria</p> <p>v. Use common sense to avoid hazard or injury</p> <p>vi. Complete self-awareness profile of attendance/work habits</p> <p>vii. Use a schedule to manage and carry out options</p> <p>viii. Follow directions and ask for clarification when needed.</p> <p>ix. Choose appropriate action in an emergency situation</p> <p>x. Evaluate positive or negative statements of oneself by using accurate methods</p> <p>xi. Dependable strengths</p> <p>xii. DARE program membership</p> <p>xiii. Volunteer to work on a school committee</p>

<p>02. Resource Management- The student will identify, organize, plan, and allocate resources efficiently and effectively.</p>	<ul style="list-style-type: none"> a. Prepare a schedule of classes and activities and arrive on time and prepared for each. b. Show flexibility when routines and schedules must change. c. Prioritize short-term objectives to meet long-term goals. d. Prepare a budget for a school project or simulated work setting. e. Compare and evaluate the costs of similar items within a proposed budget. f. Examine how resources are selected in the early stages of problem solving, and explore the use of materials, tools, and processes in the completion of a particular project. g. Demonstrate the proper use and care of materials, tools, and equipment by following instructions from the user's manuals. h. Maintain a clean, safe, and ready-to-use work area. i. Choose appropriate formal and informal communication and use networking for securing and sharing needed information. j. Describe how the unique interests and strengths of self and others contribute to the completion of projects. 	<ul style="list-style-type: none"> i. Format personal-business letters and memos using word processing software. Give instructions to a classmate about an assignment via the telephone. Send appropriate e-mail message to another class member. ii. Applied Science Curricula iii. Applied Math Curricula
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III. Applied Academic Skills

Goal - the student will:	Objectives	Samples of Applications
01. The student will be able to apply basic reading, writing, listening and speaking skills and principles.	a. These applied skills will be accomplished in the English language arts areas and through cross-disciplinary teaching strategies with other subject areas.	i.
02. The student will be able to apply basic mathematic skills and principles.	a. These applied skills will be accomplished in the mathematics areas and through cross-disciplinary teaching strategies with other subject areas.	i.
03. The student will be to apply basic scientific skills and principles	a. These applied skills will be accomplished in the Science areas and through cross-disciplinary teaching strategies with other subject areas.	i.
04. The student will be to apply basic social studies skills and principles.	a. These applied skills will be accomplished in the Social Science areas and through cross-disciplinary teaching strategies with other subject areas	i.

IV. Systems and Technology-All students will demonstrate the ability to use appropriate technologies and systems necessary to make decisions to solve problems.

Goal - the student will:	Objectives	Samples of Applications
<p>01. Information Management- The student will be able to collect, analyze, evaluate, synthesize and communicate information to others in a variety of formats.</p>	<ul style="list-style-type: none"> a. Express and systematically combine and/or separate thoughts and opinions relating to a technical subject. b. Critically examine ideas for validity and pertinence. c. Exchange and convey detailed thoughts or knowledge using a variety of methods. d. Collect, explain and refine information extracted from symbolic information such as charts, diagrams, and blueprints. 	<ul style="list-style-type: none"> i. Word processing ii. Written information sheets, pictures, charts, graphs, oral reports and three-dimensional objects
<p>02. System Behavior: The student will be able to observe, identify, and evaluate various social systems and their connection to the work place.</p>	<ul style="list-style-type: none"> a. Discuss ways that the structure of a business or organization relates to its purposes and goals. b. Describe how workers respond to the expectations and demands of an employer and the potential impacts of deviations.. c. Demonstrate an understanding of business systems. d. Develop an action plan that identifies how personal skills can be used to increase organizational effectiveness e. Describe how changes in technology have impacted business and industry, identify current trends, and recommend how a technical system might be improved. f. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. g. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. 	<ul style="list-style-type: none"> i. Military, total quality, etc. ii. Business plan or a customer service policy iii. Career inventory, write a cover letter detailing dependable strengths.
<p>03. Human Interaction with Technology -The student will be able to creatively and intelligently make efficient and effective use of technology.</p>	<ul style="list-style-type: none"> a. Use hand and power tools to shape, fasten and unfasten materials such as wood, plastic and soft metal, exercising reasonable safety. b. Demonstrate skills needed for searching, accessing and interpreting information. c. Use computer applications . d. Use technologies as tools for communication, creative expression 	<ul style="list-style-type: none"> i. Research paper using Internet (e.g., e-mail, online discussions, Web environments) ii. E-mail pen pal iii. Calculator to solve, circuit testing iv. environmental problems, graphing calculators, exploratory environments, Web tools v. Web pages, videotapes

	<p>and applications.</p> <ul style="list-style-type: none"> e. Use technology in solving specific problems (physical, informational and bio-related). f. Use workspace effectively. g. Use content-specific tools, software and simulations to support learning and research. h. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. i. Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. j. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. 	
<p>04. Troubleshooting / Problem Solving - The student will be able to identify and analyze problems and apply a systematic approach to their solution.</p>	<ul style="list-style-type: none"> a. Recognize optional solutions to problems and make rational predictions of their outcomes. b. Choose the most rational solution to a problem based on outcome predictions. c. Analyze a variety of appropriate choices for working out community problems and determine their various outcomes. d. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. e. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. f. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. g. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. 	<ul style="list-style-type: none"> i.

* Items taken from International Society for Technology in Education (iste.org)

V. Career Development–Students will plan for a career that relates to their occupational goals and objectives and to their aptitudes and interests.

Goal - the student will:	Objectives	Samples of Applications
01. Career Pathways-Students will explore and use their interests, capabilities, aptitudes and values to plan tentative career goals.	<ul style="list-style-type: none"> a. Use the goal setting process to develop personal goals for each grade based on interests, abilities and values. b. Explain the personal satisfaction derived from achieving goals and managing change. c. Recognize how individual interests, capabilities and values influence what one does. d. Use career information to identify career interests and abilities. 	<ul style="list-style-type: none"> i. Write in and maintain a career journal ii. Write goals using the goal setting process iii. Write about how personal aptitudes and interests iv. Select activities and courses that explore career interests v. Participate in a <u>Dependable Strengths Course</u>
02. Career Pathways-Students will explore the strengths and needs of the world of work and will be able to identify career opportunities and pathways.	<ul style="list-style-type: none"> a. Explore relevant Career Information Systems. b. Apply the decision making model and information gathering to make tentative decisions about career pathways. 	<ul style="list-style-type: none"> i. Evaluate the Career Information Systems and related occupations. ii. Students will explore the different <u>Career Pathways</u> - include all information gathered in a career portfolio
03. Career Exploration-Students will develop an awareness and practice in career-training opportunities and job search skills.	<ul style="list-style-type: none"> a. List attributes for a responsible worker. b. Demonstrate skills to locate job openings. c. Develop and revise a personal data sheet 	<ul style="list-style-type: none"> i. Students will explore the different <u>Career Pathways</u>
04. Career Sustainability-Students will gain an understanding of the skills necessary to keep employment.	<ul style="list-style-type: none"> a. List attributes for a responsible worker. b. Demonstrate skills to locate, interpret and use information about job openings and labor market trends. 	<ul style="list-style-type: none"> i. Use Technology to research information.