

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Professional/Technical
Grades 3-5

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
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.	<ul style="list-style-type: none"> a. Understand how to choose and keep friends and show respect for others. b. Recognize how actions affect others. c. Respond appropriately to what others say and do. d. Identify qualities of empathy, friendliness and politeness. e. Express emotions appropriately in conversations with others. 	<ul style="list-style-type: none"> i. List qualities desirable in a friend ii. Strength charts. iii. Second Step Program iv. Follows directions
02. Teamwork-Students will develop and maintain listening and expression skills to relate effectively with others.	<ul style="list-style-type: none"> a. Listen to and speak appropriately with others. b. Respond appropriately to the interests and opinions of others. c. Analyze what others say and how that affects individual actions. d. Help establish group goals. e. Plan one's personal contribution to a group project. f. Share tasks necessary to complete a team project. g. Understand compromise and respect the decision of the group and/or the supervising adult. h. Participate in the implementation of a decision and evaluate the results. i. Explore one's own culture, the cultures of others and how cultures differ and are the same. j. Work effectively with peers of the opposite gender, of differing abilities, and of one's own and other cultures. 	<ul style="list-style-type: none"> i. Peer editing ii. Student Council iii. Cooperative Learning iv. Goal setting v. Participate in collaborative learning projects vi. Community work and volunteerism vii. International Week viii. Culture studies ix. Interdisciplinary learning x. Social Studies
03. Leadership Skills-Students will develop group and leadership skills.	<ul style="list-style-type: none"> a. Identify and describe the responsibilities of community leaders. b. Recognize skills needed to be an effective leader and group member. c. Recognize the importance of various roles within a group. 	<ul style="list-style-type: none"> i. Community exploration

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

Goal - the student will:	Objectives	Samples of Applications
<p>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>	<ul style="list-style-type: none"> a. Demonstrate the achievement of good study/work habits. b. Explain the relationship of consistent attendance, good study/work habits to achieving success in a career. c. Show ability to sustain a healthy concept of self worth. d. Demonstrate ability to accept responsibility for successes and failures. e. Follow wholesome health/safety practices in school and community, and explain their importance in the workplace. f. Consider risks of behavior choices. g. Compare alternatives involved in making decisions in one's personal life, school and community. h. Use necessary facts to evaluate and select appropriate alternatives considering the underlying values and criteria of each. i. Identify the consequences of each alternative selected by identifying stressors and describing appropriate coping strategies. j. Evaluate risks of impulsive behavior. k. Comply with established rules, regulations, and policies of the school and community. 	<ul style="list-style-type: none"> i. Remain open minded when evaluating situations ii. Second-Step Program iii. Use transportation with supervision. iv. Select an appropriate choice in an emergency v. Follow directions and ask for clarification as needed
<p>02. Resource Management- The student will identify, organize, plan, and allocate resources efficiently and effectively.</p>	<ul style="list-style-type: none"> a. Prioritize tasks to be completed. b. Count money accurately and use it to make purchases and figure change. c. List the materials, tools, and processes to complete a particular task. d. Identify resources at home or school that may be used to solve problems. e. Use resources conservatively f. Use the strengths and interests of individuals to delegate tasks among team members. 	<ul style="list-style-type: none"> i. Keep an accurate, up-to-date agenda. ii. Time management techniques iii. Leave the classroom work area clean of debris and ready for the next user.

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
01. Information Management- The student will be able to collect, analyze, evaluate, synthesize and communicate information to others in a variety of formats.	<ul style="list-style-type: none"> a. Judge ideas for relative pertinence. b. Express opinions and thoughts using a variety of media. c. Collect and explain the meaning of information found in a variety of symbolic forms such as symbols, charts, diagrams. d. Assemble and critically analyze information obtained from varied origins. 	<ul style="list-style-type: none"> i. "Is this a true story?" ii. Pictures, charts, graphs, oral reports and three-dimensional objects
02. System Behavior: The student will be able to observe, identify, and evaluate various social systems and their connection to the work place.	<ul style="list-style-type: none"> a. Express connections family or community needs and the businesses or organizations that meet them. b. Develop a flowchart to demonstrate a system and its components. c. Identify trends and how they affect changes within a system. d. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. 	<ul style="list-style-type: none"> i. "Beanie Babies", fads in school/home and how they influence schools and stores comparison project (states' water usage) ii. Internet usage iii. Business plan or a customer service policy.

<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. Choose appropriate common materials for making simple mechanical constructions and controlling objects. b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety. c. Inspect, disassemble and reassemble simple mechanical devices and describe the various parts. d. Use workspace effectively. e. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. f. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. g. Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. h. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. i. Use telecommunications and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. 	<ul style="list-style-type: none"> i. Diorama/build a model ii. Follows a recipe iii. Levers, light switches, mouse trap cars iv. Science and math <p>*e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners</p>
<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. Analyze the problems that have confronted people in the past in terms of the major goals and their obstacles. b. Examine the way people in the past have found solutions to obstacles that have impeded their goals. c. Recognize classroom and local neighborhood concerns and situations that one may help using problem-solving skills. d. Investigate problems in the general neighborhood and study their solutions. e. Determine when technology is useful and select the appropriate tool(s) and technology resources to 	<ul style="list-style-type: none"> i. Student council ii. Use creative problem solving steps - * calculators, data collection probes, videos, educational software iii. Oregon trail simulation

	<p>address a variety of tasks and problems.</p> <p>f. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</p>	
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* 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.	<p>a. Understand the concept of a short-term goal.</p> <p>b. Understand the goal setting process.</p> <p>c. Explain how values and interests contribute to goals and plans.</p>	<p>i. Accelerated reader goals</p> <p>ii. Write goals using the goal setting process.</p> <p>iii. Write about how personal aptitudes and interests</p> <p>iv. Select activities to explore career interests</p>
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.	<p>a. Describe types of rewards people obtain for work.</p> <p>b. Explore the characteristics of self-employment and working for others.</p> <p>c. Recognize how study skills relate to work skills.</p> <p>d. Explore stereotypes as related to careers and explain how to overcome those possible barriers.</p> <p>e. Classify career clusters and predict future employment trends.</p>	<p>i. Students will explore the different <u>Career Pathways</u></p> <p>ii. Be able to organize career information and data from a variety of sources to use for career exploration</p> <p>iii. Take an interest inventory and write about its relevance</p> <p>iv. Participate in career exploration – business tours, career days.</p> <p>v. Specific job task</p>
03. Career Exploration-Students will develop an awareness and practice in career-training opportunities and job search skills.	<p><u>3-5</u></p> <p>a. Explore the role of working in a community</p> <p>b. Describe ways people prepare for employment.</p>	<p><u>3-5</u></p> <p>i. Students will explore the different <u>Career Pathways</u></p>
04. Career Sustainability-Students will gain an understanding of the skills necessary to keep employment.	<p>a.</p>	<p>i.</p>