

**MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: Professional/Technical
Grades 9-12**

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. Identify characteristics of friendships and recognize that individuals and relationships change. b. Demonstrate the ability to manage encounters arising from peer group involvement. c. Participate appropriately in cooperative and /or competitive endeavors and in situations that call for compromise. d. Demonstrate skills necessary to function effectively with all people. e. Communicate in a clear manner during conversations. f. Recognize and acknowledge the strengths of others. 	<ul style="list-style-type: none"> i. Personality charts ii. Club & sport organizations iii. Participates in extra-curricular activities
<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. Understand how communication skills help in making decisions, setting goals and solving problems. b. Demonstrate appropriate communication skills to solve problems and help others. c. Analyze the effectiveness of communication skills in solving problems and helping others. d. Evaluate the effectiveness of communication skills in solving problems and helping others. e. Exhibit teamwork skills. f. Take personal responsibility for influencing and accomplishing group goals in a responsible manner. g. Demonstrate an understanding of how effective teams operate within organizational and diverse settings. h. Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for minority viewpoints. i. Participate in the implementation of a group's decision and evaluate the 	<ul style="list-style-type: none"> i. Career exploration ii. Personality Inventories iii. Debate classes iv. Speech classes v. Student government vi. Government classes vii. Community Service viii. Service Learning ix. Team sports x. DECA

	<p>results.</p> <ul style="list-style-type: none"> j. Understand and respect the concerns of members of cultural, gender, age and ability groups. k. Be respectful of a variety of differences of people in a work/school setting. l. Solve a career/work-related problem as a member of a team. m. Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue. n. Summarize a problem clearly and in appropriate detail. o. Suggest constructive alternatives that will help resolve a conflict. 	
03. Leadership Skills-Students will develop group and leadership skills.	<ul style="list-style-type: none"> a. Analyze individual leadership potential and style. b. Identify and evaluate opportunities available for participation within the school and community. c. Apply group and leadership skills in appropriate school/community settings. d. Influence others to promote positive change. e. Identify various ways to make a meaningful contribution to society. 	<ul style="list-style-type: none"> i. Student Council ii. Service Learning iii. Job shadowing

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.	<ul style="list-style-type: none"> a. Show consistent, regular attendance and promptness. b. Meet school and work deadlines satisfactorily with little supervision. c. Set and monitor goals for personal change, problem solving, and goal attainment and demonstrate persistence in completing those goals. d. Sustain a strong, healthy sense of self by using problem-solving techniques to manage stress appropriately. e. Create projects/activities to develop personal satisfaction by setting priorities and making adjustments as needed. f. Formulate a personal problem-solving process that demonstrates the assessment of consequences before making decisions. 	<ul style="list-style-type: none"> i. Be active in a school organization (e.g., Business Professionals, DECA, etc.) ii. Select proper emergency safety procedures before beginning dangerous projects

	<ul style="list-style-type: none"> g. Regard mistakes as opportunities to learn and to make changes by accepting responsibility for decisions and taking corrective action for consequences that are negative or harmful. h. Demonstrate leadership qualities by encouraging others in their pursuit of goals in group or individual settings. i. Model courteous manners in providing for customer needs and expectations. j. Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings. k. Model ethical behavior in school, work, and community. l. Obtain a driver's license by demonstrating safe driving techniques and/or use public transportation. m. Record and accurately evaluate progress towards a goal or completion of a project. n. Create a plan to manage the transition to a young adult life style. o. Evaluate risks. p. Model behavior that is appropriate to retaining employment. 	
<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 and maintain a personal budget, and forecast future income and expenses from its use. b. Develop sound buying principles for purchasing goods and services that incorporate the effective use of credit. c. Demonstrate the effective and efficient use of the telephone and public transportation. d. Demonstrate knowledge of the rules and regulations of the Internal Revenue Service. e. Develop an awareness of the services available for health and childcare. f. Develop an action plan to accomplish personal goals within a given time frame by prioritizing tasks and revising when necessary. g. Perform tasks within time constraints of the school/workplace by using time charts and work schedules and revise the schedules as needed. 	<ul style="list-style-type: none"> i. Prepare an individual tax return. ii. Volunteer to collect food, toys, and/or clothing for a food bank, a halfway house, or a shelter in the community. iii. Participate in producing the yearbook and submit documents to the publisher to meet established deadlines. iv. Design the layout of a childcare center including the furniture, playground and rest facilities, and human resources required for x-number of children. v. Keep an up-to-date notebook for all classes and meetings; ask questions to avoid misunderstanding.

	<ul style="list-style-type: none"> h. Use a set of unique data to estimate costs and prepare a detailed budget for a school-based or work-based project, report the actual costs of the components, and adjust the budget items as needed. i. Research various compensation and financial management practices and explain how to use financial resources effectively and efficiently. j. Select and prepare appropriate tools, equipment, space and facilities needed in advance of a task related to a career selection, and use the materials & effective processes to complete it. k. Demonstrate responsibility for the timely acquisition and proper care of resources. l. Work within constraints of safety precautions and available resources. m. Develop leadership skills of organization and communication by working cooperatively within a group/team on a simulated work project. n. Demonstrate active listening and speaking skills with adults and peers. o. Delegate tasks that utilize the skills, abilities, and input of individual team members and give feedback on performance. 	
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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.
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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.	a. Critically examine and combine information collected from a variety of sources. b. Develop methods and concepts from knowledge and information that may result in services, products and possible solutions to problems. c. Critically judge the distinguishing elements of the service, product or solution concerning the established protocol. d. Design and implement systematic methods that will encompass targeting potential customers to market new services, products and solutions. e. Develop visual presentations and identify production requirements and costs.	i. Senior project ii. Yearbook publications iii. Business classes iv. Technology Classes v. Create a business plan
02. System Behavior: The student will be able to observe, identify, and evaluate various social systems and their connection to the work place.	a. Compare business and management systems and how employees function and adapt to change within them. b. Describe the technical systems related to a career interest area. c. Understand the organization's basic goals and values and the extent those values are compatible with personal values. d. Develop an action plan that identifies how personal skills can be used to increase organizational effectiveness. e. Develop and implement strategies to make personal skills and abilities more visible to an organization. f. Diagnose and make necessary corrections or improvements to a technical system in a business, industry or simulated workplace setting. g. Describe how changes in technology have impacted business and industry, identify current trends, and recommend how a technical	i. Authoritarian, TQM ii. Mission statement, environmental concerns

	<p>system might be improved.</p> <ul style="list-style-type: none"> h. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. i. Be an advocate and a model for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. 	
<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 workspace effectively. b. Quickly learn the proper use of new instruments by following instructions in a manual or by taking instructions from an experienced user c. Use power tools safely to shape, smooth and join wood plastic and soft metal d. Demonstrate effective use of a variety of on-line technological resources. e. Determine what kind of application is needed for a given task (tool, machine, computer, specific software, communication device) and use effectively. f. Use technologies as tools for communication of technical or work-related information. g. Use technology effectively in solving problems in an area of career interest. h. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. i. Develop a skill level that meets industry standards. j. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence) k. Evaluate technology-based options, including distance and distributed education, for lifelong learning. 	<ul style="list-style-type: none"> i. Industrial technology classes ii. Keyboarding, Computer Application, Graphic Arts, Manufacturing classes. See course syllabus. iii. Personality assessment, job search iv. Computer v. Technology classes vi. Teacher trainees vii. Internships viii. Job shadowing ix. OJT x. School to Work xi. Business classes xii. Auto Mechanics xiii. Career Pathways xiv. TST class
<p>04. Troubleshooting / Problem Solving - The student will be able to identify and analyze problems and</p>	<ul style="list-style-type: none"> a. Employ troubleshooting techniques in solving real world problems. b. Comprehends that troubleshooting requires breaking down complex 	<ul style="list-style-type: none"> i.

<p>apply a systematic approach to their solution.</p>	<p>problems into many smaller logical steps.</p> <ul style="list-style-type: none"> c. Uses troubleshooting techniques to diagnose problems with mechanical and electronic devices, and makes logical decisions about repair strategies. d. Describes problems correctly in terms of scope and magnitude. e. Accurately predict the effectiveness of a specific problem-solving technique when applied to a given problem. f. Represent a problem accurately in terms of resources, constraints, and objectives. g. Provide a summary of the effectiveness of problem-solving techniques. h. Make informed choices among technology systems, resources, and services. i. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. j. Select and apply technology tools for research, information analysis, problem solving, and decision-making in content learning. k. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. l. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. 	
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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
<p>01. Career Pathways-Students will explore and use their interests, capabilities, aptitudes and values to plan tentative career goals.</p>	<ul style="list-style-type: none"> a. Design, implement and monitor an action plan to achieve personal goals. b. Interpret information from a variety of career assessments to identify career interests and abilities. c. Decide which careers including 	<ul style="list-style-type: none"> i. Write a four year action plan with follow-up dates ii. Tests, surveys, career days iii. Career assessments iv. Job shadowing v. Participate in volunteer service vi. Participate in OJTP-(On the Job

	<p>self-employment would provide the opportunity to fulfill academic, technical and/or vocational goals.</p> <p>d. Describe ways in which occupational choices may affect lifestyle and contribute to a balanced productive life.</p> <p>e. Analyze information and preferences resulting from work based opportunities such as job shadowing, mentorships, work experiences, apprenticeships and/or occupational coursework.</p> <p>f. Evaluate past goals to determine what was realistic.</p> <p>g. Develop a post-secondary plan.</p>	<p>Training)</p> <p>vii. Review career plans</p> <p>viii. Develop post secondary options</p>
<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>	<p>a. Create a four-year plan based on tentative career interest/goals.</p> <p>b. Identify specific aptitudes related to their career pathway and modify a four-year plan.</p> <p>c. Use labor market information and trends to plan tentative career goals.</p> <p>d. Identify local community service resources and recognize benefits of volunteer work.</p> <p>e. Develop an individual career plan that includes decisions to be implemented after high school.</p>	<p>i. Rewards and limitations of career choices</p> <p>ii. Lifestyles as related to career choice</p> <p>iii. Salary ranges</p> <p>iv. Job outlook</p> <p>v. Identify and acquire job search strategies</p> <p>vi. Explore the issue of sexual harassment on the job</p>
<p>03. Career Exploration-Students will develop an awareness and practice in career-training opportunities and job search skills.</p>	<p>a. Demonstrate skills and attitudes essential to prepare for a successful job interview.</p> <p>b. Identifies key contacts, benefits, and procedures within an organization.</p> <p>c. Demonstrate skills and attitudes essential to sustain employment.</p> <p>d. Develop a resume, letter of introduction and thank you letter, and demonstrate skills to assess occupational opportunities.</p>	<p>i. College opportunities and entrance requirements.</p> <p>ii. Vocational/technical offerings and requirements.</p> <p>iii. Military opportunities and requirements.</p> <p>iv. Apprenticeship/Mentorships/shadowing experiences.</p> <p>v. Students will develop an employment profile</p> <p>vi. Complete applications. Writing resumes</p> <p>vii. Writing letters of inquiry and follow-up</p> <p>viii. Interviewing, Securing a work permit</p>
<p>04. Career Sustainability-Students will gain an understanding of the skills necessary to keep employment.</p>	<p>a. Know how to evaluate specific job openings for relevance to personal likes, dislikes and abilities.</p> <p>b. Demonstrate knowledge of skills and attitudes essential to sustain employment.</p> <p>c. Use communication skills.</p>	<p>i. See communication goal</p> <p>ii. Role playing</p>