

**Health/Guidance  
Unit 4: Aspirations**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Early learning skills contribute to success as a life-long learner.</li> <li>▪ Personal choices affect career paths.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>- How might my learning now connect to later career choices?</li> <li>- Where might I get more information about a career interest?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>-</li> <li>- Training, education and higher education is needed to do different kinds of work</li> <li>- Hobbies and personal interests can lead to later career interests</li> <li>-</li> <li>Setting personal goals contributes to academic and professional success.</li> </ul>
<p><b>Vocabulary/Content</b></p>	<ul style="list-style-type: none"> <li>▪ career, community, tool, hobby, worker, occupation, personal interests, goals, decisions, choices</li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Begin to acquire skills to investigate the world of work in relation to knowledge of self to later make informed career decisions</li> <li>▪ Set personal goals for the classroom</li> <li>▪ Make a connection on the importance of learning and future job choices</li> <li>▪ Demonstrate an understanding of roles and contributions of workers in school, home and their community</li> <li>▪ Identify personal skills, abilities and interests in areas of academic, career and social development</li> </ul>

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<p><b>ASCA Concepts</b></p>	<p>Understand the relationship between learning and work            Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals            Understand that school success is the preparation to make the transition from student to community member            Understand how school success and academic achievement enhance future career and vocational opportunities            Apply decision making skills to career planning            identify personal skills, interests and abilities and relate them to current career choice            Articulate feelings of competence and confidence as learners            Display a positive interest in learning            Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals            Learn about the variety of traditional and non-traditional occupations            Develop an awareness of personal abilities, skills and interests</p>
<p><b>Maine Learning Results</b></p>	<p>Health            A1 Students identify and demonstrate interests, skills, habits of mind, an experiences that build and maintain a positive self-concept            A2 Students make choices about and demonstrate behaviors that lead to success in schoolwork            B3 Students identify and locate different types of career and educational information resources and use them to explore school and career choices            C2 Students identify behaviors and decisions that reflect positive and negative consequences in school</p>
<p><b>Sample Lessons And Activities</b></p>	<p>Making assumptions: Have ready a list of 15 – 20 teachers at the school and jobs they have done in their lives before being here. Invite students to try to match the former job with the adult here that they know.            Students create a “ It’s Me” worksheet listing work activities/responsibilities at school and at home            Create a matrix listing personal characteristics ( helping people, works well with hands, work as team player) and various professions</p>
<p><b>Sample Classroom Assessment Methods</b></p>	<p>Students create a career awareness star showcasing their strengths and dreams</p>

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<p><b>Sample Resources</b></p>	<p><i>What Can You Do?</i> by Rotner and Kelly <i>When I Grow Up</i> by Al Yankovic <i>Someday</i> by Eileen Spinelli <i>Tools at Work!</i> ( Pre-K-2) by Matthew Johnson</p> <p>Community Helpers posters by Carson-Dellosa Publishing</p>
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