

# Lake Mills School District

## Year at a Glance Scope and Sequence for Pupil Services

**Overarching Goal of the Curricular Area: Students will be able to effectively understand and apply healthy, social, emotional, behavioral, and academic skills in their lives.**

### Vocational-Elementary

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Vocational Behavior Expectations	<p>Students will complete tasks/activities as directed.</p> <p>Students will practice calming strategies when frustrated or upset.</p>	<p>Students will understand it is important to follow directions.</p> <p>Students will understand it is helpful to be calm in order to follow directions.</p>	<p>What may happen if I do not follow directions when I am at school or at my job when I grow up?</p> <p>What might my teacher and peers think if I don't follow directions?</p> <p>What are some ways that will help me stay calm when I get frustrated or upset?</p> <p>What strategies do you use to stay calm at school?</p>
Career Exploration	<p>Students will explore and pretend occupations.</p> <p>Students will show awareness of jobs and work within the classroom or at home.</p> <p>Students will demonstrate preferences for jobs.</p>	<p>Students will understand that there are many choices for future jobs.</p> <p>Students will understand that everyone works together and has a part in making a classroom run smoothly.</p> <p>Students will understand that choosing a job involves looking at one's interests and one's skill set.</p>	<p>What are some jobs that adults have in my community?</p> <p>What are some jobs in my classroom or at home that I would like to try?</p> <p>What kinds of jobs am I good at? What do I like to do? Is there a job that matches what I like to do?</p>
Personal Finance	<p>Students will play with money.</p> <p>Students will list examples of wants and needs.</p>	<p>Students will understand that real money is used to buy things we want and need.</p> <p>Students will understand that a need is something that must be met and a want is something we can do without.</p>	<p>What are some things my family uses money to buy?</p> <p>How do I know if something is a want or a need? What are examples of wants and what are examples of need?</p>
Technology	<p>Students will use technology for play.</p> <p>Students will use technology appropriately.</p>	<p>Students will understand that technology can be used for learning and entertainment.</p> <p>Students will understand that, in order to enjoy technology and have it be useful, they have to use it appropriately.</p>	<p>What are some things I like to play on the computer or a tablet?</p> <p>What may happen if technology is not used correctly or appropriately?</p>

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### Vocational-Middle School

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Vocational Behavior Expectations	<p>Students will demonstrate appropriate communication on the job.</p> <p>Students will demonstrate awareness of behaviors necessary to gain desired career.</p>	<p>Students will understand that good communication skills are crucial to successful employment.</p> <p>Students will understand that certain behaviors are desirable in order to attain a career of one's choosing.</p>	<p>What problem solving strategies work best for you?</p> <p>What social skills are best for your career choice?</p>
Career Exploration	<p>Students will research careers within career clusters.</p> <p>Students will identify personal skills, abilities, and interests related to career clusters.</p>	<p>Students will understand that there are many different career opportunities within each career cluster.</p> <p>Students will understand the relationship among personal interests, skills and abilities, and career research.</p>	<p>What career cluster interests you the most and why?</p> <p>How do I find out what jobs are available when I am a grown up?</p>
Personal Finance	<p>Students will demonstrate the concept of "work to earn".</p> <p>Students will begin to make economic decisions.</p>	<p>Students will understand that, when someone has a job, they are paid for their work.</p> <p>Students will understand that the economic decisions they make may have long-term effects.</p>	<p>What might happen if someone does not have a job to earn money?</p> <p>What makes a good financial or economic decision?</p>
Technology	<p>Students will use technology to store and gain information.</p> <p>Students will use technology to create useful documents.</p>	<p>Students will understand that technology has the ability to give us a great deal of information that can be stored within the technology.</p> <p>Students will understand that computer/technology skills are necessary for success in the 21<sup>st</sup> century.</p>	<p>How would I go about using the computer to gain information?</p> <p>Why is it important to be able to use technology in career applications?</p>

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### Vocational-High School

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Vocational Behavior Expectations	<p>Students will demonstrate employability skills such as attendance, punctuality, and completing schoolwork on time at school that transfer to the work force.</p> <p>Students will list the steps used to obtain a job and begin the job search process.</p>	<p>Students will understand that personal actions, behaviors, and habits can affect future employment.</p> <p>Students will understand that employers do not come looking for them—students must actively and affectively seek employment.</p>	<p>Why is it important for me to learn job skills now instead of waiting until I have a job?</p> <p>What are some resources for finding job openings?</p>
Career Exploration	<p>Students will develop a realistic career plan.</p> <p>Students will use a career interest inventory to identify career interests and reexamine specific occupation interests annually based on their additional life experiences and/or an updated career inventory.</p>	<p>Students will understand that an effective career plan is flexible, includes a variety of life experiences, skills and education, and can save time, energy and money.</p> <p>Students will understand that, in the 21<sup>st</sup> century, people will most likely have multiple careers and jobs.</p>	<p>Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?</p> <p>How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?</p>
Personal Finance	<p>Students will plan and implement responsible financial transactions.</p> <p>Students will identify how to use the services available from financial institutions.</p>	<p>Students will understand that, when preparing a budget, one should include all forms of income and expenses in order to make wise spending decisions.</p> <p>Students will understand that maintaining an account with a financial institution will allow them to keep up-to-date on their finances and let them know where they stand financially.</p>	<p>How do I prepare a budget to make wise spending decisions based on my projected income?</p> <p>How does knowing the process for checking my bank account help me make good financial decisions?</p>

Technology	<p>Students will use technology to gain, process, and use information.</p> <p>Students will be able to utilize technology in the job search process.</p>	<p>Students will understand that effective use of technology enables us to live, learn, and work.</p> <p>Students will understand that, in the 21<sup>st</sup> century, the ability to utilize technology is key to finding employment.</p>	<p>How can I use technology to be productive and solve problems in a job?</p> <p>What technology and resources are helpful in finding a job that is right for me?</p>
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