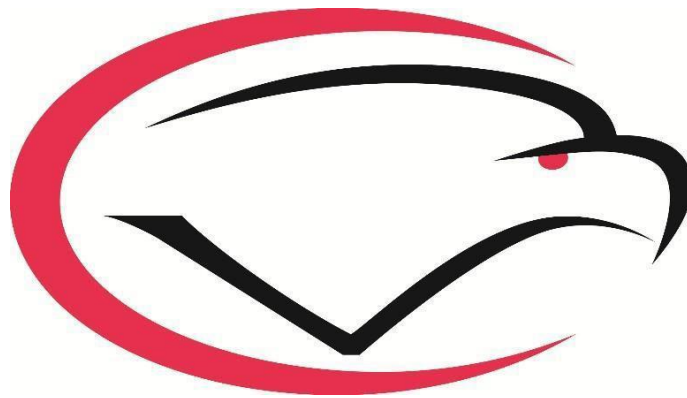


# Secondary Curriculum Maps



Cumberland Valley School  
District  
Soaring to Greatness, Committed to  
Excellence

Middle School ACES

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard(s)	
<b>A:A3 Achieve School Success</b>	
Taught in Unit(s)	
1- Transition to Middle School	
Explanation/Example of Standard	
The ability to work cooperatively, productively, independently, be responsible, and to share that knowledge with others.	
Common Misconceptions	
School success is based on grades.	
Big Idea(s)	Essential Question(s)
<p>Students become more independent in middle school.</p> <p>Students become more responsible for grades, actions, and behaviors.</p> <p>Students will be relating and interacting with a larger group of peers.</p>	<p><b>In what ways does student life change from Elementary to Middle School?</b></p>
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Grading system</li> <li>● Behavioral Expectations</li> <li>● Cooperative Learning</li> <li>● Period schedule/transitions</li> <li>● Self advocacy</li> </ul>	<ul style="list-style-type: none"> <li>● Identify percentages for grading</li> <li>● Identify behavioral expectations</li> <li>● Work with others in groups</li> <li>● Follow a middle school schedule</li> <li>● Speaking up for yourself when needed.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard(s)	
<b>A:A3 Achieve School Success</b>	
Taught in Unit(s)	
2- Learning Styles	
Explanation/Example of Standard	
Apply knowledge of learning styles to influence school performance.	
Common Misconceptions	
All students learn the same ways.	
Big Idea(s)	Essential Question(s)
<p>There are three learning styles (auditory, visual, tactile/kinesthetic).</p> <p>Each student learns a different way.</p> <p>Knowing your learning style allows you to adapt and change your method of learning in hopes of increased learning.</p>	<p>What is your learning style and how can you use that knowledge to increase learning?</p>
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Differences between learning styles</li> <li>How learning styles impact studying</li> </ul>	<ul style="list-style-type: none"> <li>Effectively use specific learning style strategies</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard(s)	
<b>A:A3 Achieve School Success</b>	
<b>Taught in Unit(s)</b>	
3- Study Skills	
<b>Explanation/Example of Standard</b>	
The ability to work cooperatively, productively, independently, responsibly, and to share that knowledge with others.	
<b>Common Misconceptions</b>	
School success is based on grades.	
Big Idea(s)	Essential Question(s)
Preparing for exams correlates with student learning.	What study skills are needed to prepare for assessments?
Study skills are essential for acquiring, processing, and using new knowledge.	How can study skills assist you with your middle school coursework?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Importance of reading directions</li> <li>● Note taking strategies</li> <li>● Test taking strategies</li> <li>● Organizational strategies</li> <li>● Personalized learning style study skills</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the process of taking an assessment</li> <li>● Take notes</li> <li>● Identify preparation procedures</li> <li>● Describe organizational strategies</li> <li>● Identify learning style</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard(s)	
<b>PS:A2 Acquire Interpersonal Skills</b>	
Taught in Unit(s)	
4 - Perspective Taking	
Explanation/Example of Standard	
Recognizing, understanding, and appreciating individuality, differing points of view, and how to relate to others.	
Common Misconceptions	
All students think the same. One viewpoint is the only viewpoint.	
Big Idea(s)	Essential Question(s)
Situations can be seen from multiple viewpoints.  People come from all different backgrounds and experiences, which impacts their perspective on situations.	How can taking the viewpoint of someone else affect your relationships?  Why is it important to know your own perspective and apply an open-mind when interacting with others?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Perspective</li> <li>● Point of View</li> <li>● Empathy</li> <li>● Diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Describe multiple ways to look at a situation.</li> <li>● Identify ways in which people are different.</li> <li>● Demonstrate empathic responses through role playing.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standards	
<b>PS:A2 Acquire Interpersonal Skills</b>	
<b>Taught in Unit(s)</b>	
5- Bullying behaviors and how to be assertive.	
<b>Explanation/Example of Standard</b>	
Learning to identify appropriate and inappropriate behavior and how that relates to relationships.	
<b>Common Misconceptions</b>	
Adults have more control over bullying behavior than students do.	
Big Idea(s)	Essential Question(s)
There are differences between aggressive, assertive, and passive behaviors.	How can a person who is being bullied stand up for themselves?
Bystanders can have the biggest impact on stopping bullying.	How can a bystander use assertive skills in a bullying situation?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Passive, aggressive, and assertive behaviors</li> <li>• Bystander</li> <li>• Bullying behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Identify passive, aggressive, and assertive behaviors</li> <li>• Know how to be an active bystander</li> <li>• Recognize bullying behaviors</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standards	
<b>A:A3 Achieve School Success</b>	
<b>Taught in Unit(s)</b>	
6- Time Management	
<b>Explanation/Example of Standard</b>	
Learn good time management skills to increase learning and success.	
<b>Common Misconceptions</b>	
<p>All students know how to best manage their time.</p> <p>Time management is the same for everyone.</p>	
Big Idea(s)	Essential Question(s)
Organization helps with time management.	What is the best organizational method to use?
Students need to balance school, extracurricular activities, and social activities.	How do students create a schedule that will work for them?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Prioritizing</li> <li>• Schedules and their impact on time management</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most important things to be done.</li> <li>• Create a schedule that includes all academic, extracurricular, and social activities.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard	
<b>PS:A2 Acquire Interpersonal Skills</b>	
<b>Taught in Unit(s)</b>	
7- Effective Communication Skills	
<b>Explanation/Example of Standard</b>	
Use appropriate communication skills when interacting with others.	
<b>Common Misconceptions</b>	
Students only communicate through speaking.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Students can communicate through social media.	How can students use social media responsibly?
Listening is part of communication.	How can active listening be used in communication with others?
Body language can communicate thoughts and feelings.	How does our body language impact our communication with others?
Assessments	
See unit maps.	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>Forms of social media include: instagram, snapchat, facebook.</li> <li>Active listening helps with communication</li> <li>Body language is a form of communication</li> </ul>	<ul style="list-style-type: none"> <li>Identify forms of social media.</li> <li>Identify what active listening looks like.</li> <li>Describe how body language impacts communication.</li> </ul>



## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/PA Academic Standard	
A:C1 Relate School to Life Experiences/PA 13.1 Career Awareness and Preperation	
Taught in Unit(s)	
8- Developing a good work ethic/soft skills to be used in the workplace	
Explanation/Example of Standard	
Working with others, problem solving, and being responsible are needed in the workplace	
Common Misconceptions	
Employers only look at the academic accomplishments that a student has when hiring.	
Students cannot apply school experiences to life experiences.	
Big Idea(s)	Essential Question(s)
Employers are looking for people who can work well together.	What skills are needed to work well with others?
Problem solving is needed in the workplace.	What is the best way to solve a problem?
Responsibility, dependability, and effort are important traits that employers are seeking.	What traits are employers looking for?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Collaboration is needed in the workplace.</li> <li>• Steps in the problem solving method.</li> <li>• Soft skills are needed in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to work well with others.</li> <li>• Describe the best way to solve a problem.</li> <li>• Identify soft skills and their impact on the workplace.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard(s)	
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Common Misconceptions	
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<p>Students become more independent in middle school.</p> <p>Students become more responsible for grades, actions, and behaviors.</p> <p>Students will be relating and interacting with a larger group of peers.</p>	<p><b>In what ways does student life change from Elementary to Middle School?</b></p>
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## CVSD ACES Curriculum Map ~ 6th

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Explanation/Example of Standard	
Apply knowledge of learning styles to influence school performance.	
Common Misconceptions	
All students learn the same ways.	
Big Idea(s)	Essential Question(s)
<p>There are three learning styles (auditory, visual, tactile/kinesthetic).</p> <p>Each student learns a different way.</p> <p>Knowing your learning style allows you to adapt and change your method of learning in hopes of increased learning.</p>	<p>What is your learning style and how can you use that knowledge to increase learning?</p>
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CV Priority Standard/ASCA Standard(s)	
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Situations can be seen from multiple viewpoints.  People come from all different backgrounds and experiences, which impacts their perspective on situations.	How can taking the viewpoint of someone else affect your relationships?  Why is it important to know your own perspective and apply an open-mind when interacting with others?
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See unit maps.	
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<ul style="list-style-type: none"> <li>● Perspective</li> <li>● Point of View</li> <li>● Empathy</li> <li>● Diversity</li> </ul>	<ul style="list-style-type: none"> <li>● Describe multiple ways to look at a situation.</li> <li>● Identify ways in which people are different.</li> <li>● Demonstrate empathic responses through role playing.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standards	
<b>PS:A2 Acquire Interpersonal Skills</b>	
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Big Idea(s)	Essential Question(s)
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Bystanders can have the biggest impact on stopping bullying.	How can a bystander use assertive skills in a bullying situation?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Passive, aggressive, and assertive behaviors</li> <li>• Bystander</li> <li>• Bullying behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Identify passive, aggressive, and assertive behaviors</li> <li>• Know how to be an active bystander</li> <li>• Recognize bullying behaviors</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standards	
<b>A:A3 Achieve School Success</b>	
<b>Taught in Unit(s)</b>	
6- Time Management	
<b>Explanation/Example of Standard</b>	
Learn good time management skills to increase learning and success.	
<b>Common Misconceptions</b>	
<p>All students know how to best manage their time.</p> <p>Time management is the same for everyone.</p>	
Big Idea(s)	Essential Question(s)
Organization helps with time management.	What is the best organizational method to use?
Students need to balance school, extracurricular activities, and social activities.	How do students create a schedule that will work for them?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Prioritizing</li> <li>• Schedules and their impact on time management</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the most important things to be done.</li> <li>• Create a schedule that includes all academic, extracurricular, and social activities.</li> </ul>

## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/ASCA Standard	
<b>PS:A2 Acquire Interpersonal Skills</b>	
<b>Taught in Unit(s)</b>	
7- Effective Communication Skills	
<b>Explanation/Example of Standard</b>	
Use appropriate communication skills when interacting with others.	
<b>Common Misconceptions</b>	
Students only communicate through speaking.	
Big Idea(s)	Essential Question(s)
Students can communicate through social media.	How can students use social media responsibly?
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Assessments	
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## CVSD ACES Curriculum Map ~ 6th

CV Priority Standard/PA Academic Standard	
A:C1 Relate School to Life Experiences/PA 13.1 Career Awareness and Preparation	
Taught in Unit(s)	
8- Developing a good work ethic/soft skills to be used in the workplace	
Explanation/Example of Standard	
Working with others, problem solving, and being responsible are needed in the workplace	
Common Misconceptions	
Employers only look at the academic accomplishments that a student has when hiring.	
Students cannot apply school experiences to life experiences.	
Big Idea(s)	Essential Question(s)
Employers are looking for people who can work well together.	What skills are needed to work well with others?
Problem solving is needed in the workplace.	What is the best way to solve a problem?
Responsibility, dependability, and effort are important traits that employers are seeking.	What traits are employers looking for?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Collaboration is needed in the workplace.</li> <li>• Steps in the problem solving method.</li> <li>• Soft skills are needed in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to work well with others.</li> <li>• Describe the best way to solve a problem.</li> <li>• Identify soft skills and their impact on the workplace.</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>C:A1 Develop Career Awareness PA 13.1 Career Awareness and Preparation</b>	
Taught in Unit(s)	
1- Goal Setting	
Explanation/Example of Standard	
Students will gain insight into their skills, abilities, and interests.	
Common Misconceptions	
All students make career decisions based on their abilities, interests, and aptitudes.	
Big Idea(s)	Essential Question(s)
Students need to identify their abilities and interests in order to assist them with meaningful career explorations.	What is the process for setting and reaching realistic goals in middle school?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Goal development</li> <li>• Skills</li> <li>• Abilities</li> <li>• Interests</li> <li>• SMART Goal Setting</li> <li>• Problem Solving Skills</li> <li>• Decision Making Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop SMART goals for themselves</li> <li>• Identify and apply problem solving methods</li> <li>• Apply decision making processes to situations</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>C:B1 Acquire Career Information / PA 13.2 Career Acquisition</b>	
<b>Taught in Unit(s)</b>	
2-3 Cluster Finder(2 lessons)	
<b>Explanation/Example of Standard</b>	
Identifying abilities, interests, and aptitudes can help students identify career clusters.	
<b>Common Misconceptions</b>	
Students make career decisions based on career clusters.	
Big Idea(s)	Essential Question(s)
Identifying abilities, interests, and aptitudes helps students identify related careers.	What are my abilities, interests, and aptitudes?
Researching career clusters allows students to identify all potential careers.	What are all the careers within a cluster?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Abilities</li> <li>Aptitudes</li> <li>Personal interests</li> <li>Career Cluster</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal abilities</li> <li>Identify personal aptitudes</li> <li>Identify personal interests</li> <li>Research career clusters by applying personal abilities, aptitudes, and interests.</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>C:C1 Acquire Knowledge to Achieve Career Goals / PA 13.1 Career Awareness and Preparation</b>	
<b>Taught in Unit(s)</b>	
4, 5-Holland Code (2 lessons)- Career Key	
<b>Explanation/Example of Standard</b>	
Understanding personal traits and preferences helps students in career choice.	
<b>Common Misconceptions</b>	
Personality type does not have any relation to career choice.	
Big Idea(s)	Essential Question(s)
Knowing your personality type helps in career choice.	What are the different personality types?
All careers are grouped by personality types.	What careers match best with each personality type?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Holland Code</li> <li>Personality traits</li> <li>Career options</li> </ul>	<ul style="list-style-type: none"> <li>Understand the Holland Code and identify their Holland Code.</li> <li>Recognize what the different personality types entail.</li> <li>Identify careers within a personality type.</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>PS:B1- Self Knowledge Application 13.1 Career Awareness and Preperation</b>	
<b>Taught in Unit(s)</b>	
6-Life Game- Lesson 6	
<b>Explanation/Example of Standard</b>	
Relating how success in school can help meet long term career and financial goals.	
<b>Common Misconceptions</b>	
Student success in middle school does not affect future success.	
Big Idea(s)	Essential Question(s)
Developing good habits in middle school helps with future success.	What are skills that are helpful in future success?
Level of education affects future success.	How does education affect potential earnings?
Learning how to make a budget based on income.	
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Income</li> <li>• Budgeting</li> <li>• Making logical financial decisions</li> <li>• Set realistic spending goals</li> <li>• Levels of education</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what a livable wage is.</li> <li>• Develop a budget based on income level.</li> <li>• Identify types of post-secondary education.</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>PS:A2 Acquire Interpersonal Skills</b>	
<b>Taught in Unit(s)</b>	
7- Conflict Resolution	
<b>Explanation/Example of Standard</b>	
Using effective communication skills involves speaking, listening, and nonverbal behaviors.	
<b>Common Misconceptions</b>	
Communication only involves talking.	
Big Idea(s)	Essential Question(s)
In order to solve conflict, one must be willing to listen and hear another's perspective.	What can I do to solve conflicts?
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Perspective taking</li> <li>● Point of view</li> <li>● Nonverbal behaviors</li> <li>● Active listening</li> </ul>	<ul style="list-style-type: none"> <li>● Identify active listening techniques and apply those techniques to a situation.</li> <li>● Identify nonverbal behaviors.</li> <li>● Understand conflict resolution and identify the importance of forgiveness from a conflict.</li> </ul>

## CVSD ACES Curriculum Map ~ Grade 7

CV Priority Standard/PA Academic Standard	
<b>PS: A2 Acquire Interpersonal skills</b>	
<b>Taught in Unit(s)</b>	
8-Cultural Awareness	
<b>Explanation/Example of Standard</b>	
Recognize, accept, respect, and appreciate individual, cultural, and ethnic differences.	
<b>Common Misconceptions</b>	
We are all the same and all have the same beliefs.	
Big Idea(s)	Essential Question(s)
Identifying all differences amongst groups of people (those that we can see and those we can't)	<p>How does cultural awareness impact our understanding and approach to others?</p> <p>How can we appreciate and celebrate what makes us who we are and respect others differences?</p>
Assessments	
See unit maps.	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Prejudices</li> <li>• Stereotypes</li> <li>• Belief systems</li> <li>• Acceptance</li> <li>• Tolerance</li> <li>• Empathy</li> <li>• Culture</li> <li>• Ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and hear other's opinions and beliefs.</li> <li>• Recognize their own reactions to people, thoughts, and opinions that are different than their own.</li> <li>• Identify their own prejudices.</li> </ul>

## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
<b>C:B2 Identify Career Goals / PA 13.2 Career Acquisition and Advancement</b>	
Taught in Unit(s)	
1- Vocational Technical School	
Explanation/Example of Standard	
Selection of course work that is applicable to career goals and ways in which to achieve the training and education needed to reach those goals.	
Common Misconceptions	
Vo-tech is only for students who cannot succeed in the “typical” school environment.	
Big Idea(s)	Essential Question(s)
<p>Vo-tech provides many opportunities.</p> <p>Students can go to college after vo-tech and often take college credits with them.</p> <p>Not all students need to go to college to be successful</p> <p>.</p> <p>There is vast job market for vo-tech students.</p>	<p>How can a vo-tech education meet my career and job planning goals?</p>
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Programs offered at vo-tech</li> <li>• How to apply/get accepted to Vo-tech (grades, attendance, etc.)</li> <li>• Jobs that you can get from a Vo-tech education and how they may be able to prepare someone for college (credit transfer, fulfilling requirements)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different programs of study at vo-Tech</li> <li>• Use the vo-tech website to research more information</li> <li>• Identify and explore jobs that require a vo-tech education</li> </ul>



## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
<b>C:B2 Identify Career Goals / PA 13.2 Career Acquisition</b>	
Taught in Unit(s)	
2,3 -Course Selection (2 lessons)	
Explanation/Example of Standard	
Demonstrate awareness of the education/coursework that is related to career goals	
Common Misconceptions	
<p>You cannot alter your path with hard work and focus; your life is pre-determined.</p> <p>Coursework in high school has nothing to do with future plans.</p>	
Big Idea(s)	Essential Question(s)
Coursework offered at the high school can be grouped into different pathways to accomplish career goals.	What classes should I take to prepare for life beyond high school?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Your work in 8th grade can influence the recommendation for your classes and how students are recommended.</li> <li>The variety of paths through different electives</li> <li>How these classes could affect future goals (i.e. vo-tech, college, career)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the track of classes that would prepare them for current future plans/goals</li> <li>Identify and understand how the program of studies provides pathways and an organizational method for selecting courses.</li> <li></li> </ul>

## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
C:B2 Identify Career Goals / PA 13.3 Career Retention and Advancement	
Taught in Unit(s)	
4- 4 year Planner	
Explanation/Example of Standard	
Career planning that demonstrates awareness of the education and training needed to achieve career goals.	
Common Misconceptions	
My path will be laid out for me.	
Big Idea(s)	Essential Question(s)
<p>Planning coursework throughout high school helps in deciding which courses to take to reach a final goal.</p> <p>Preparing for life after high school begins with goals in high school.</p>	Through which courses can I most prepare myself for my future?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Sequencing of classes and how there are prerequisites for certain classes</li> <li>Classes that are available to take</li> <li>Personal career interests</li> </ul>	<ul style="list-style-type: none"> <li>Plan out their course work from 9th-12th grade</li> <li>Identify any classes that might be needed as a prerequisite for the final class</li> <li>Identify career path</li> </ul>

## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
<b>PS:C1 Acquire Personal Safety Skills</b>	
<b>Taught in Unit(s)</b>	
5-6- Internet Safety (2 lessons)	
<b>Explanation/Example of Standard</b>	
Demonstrating knowledge of rules and laws, and how to apply effective decision-making skills to make safe and healthy choices	
<b>Common Misconceptions</b>	
Students understand the consequences of their actions on the Internet. The people behind the screen name are exactly who they say they are.	
Big Idea(s)	Essential Question(s)
<p>Those things that are posted on the Internet or in social media in some way can be easily disseminated to others.</p> <p>The information that is posted is practically permanent in some way through a digital footprint.</p> <p>You never know who you are talking to if you have never met them.</p>	<p>How does my online presence affect my current and future life?</p>
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Social Media</li> <li>• Consequences (literally, socially)</li> <li>• Permanence</li> <li>• Internet Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Access the Internet</li> <li>• Reflect on thoughts/words before posting them</li> </ul>

## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
C:B2 Identify Career Goals / PA 13.3 Career Retention and Advancement	
Taught in Unit(s)	
7 - Career/College Exploration	
Explanation/Example of Standard	
Demonstrate awareness of education and training needed to achieve career goals and to assess and modify their educational plan to support career.	
Common Misconceptions	
<p>College is for everyone.</p> <p>College graduates make more money than those who do not go to college.</p> <p>College is the only way to be successful.</p> <p>College/getting a career after graduating is easy.</p>	
Big Idea(s)	Essential Question(s)
<p>There are many careers that students do not know about.</p> <p>Students can leave high school with technical training, no debt, and can start a career making a good wage.</p> <p>Getting a doctorate takes a lot of work and schooling.</p> <p>Cost of school vs profit from job</p> <p>Students need to understand their own abilities, skills, passions, and how to reach their fullest potential.</p>	<p>Have I explored all options available to me?</p> <p>How have I planned and prepared for my future beyond high school?</p>
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>Available careers</li> <li>Training/knowledge needed for a chosen career</li> </ul>	<ul style="list-style-type: none"> <li>How to use Naviance to explore careers, colleges, plans of study, etc.</li> <li>Use basic math regarding cost of school vs wages.</li> </ul>

## CVSD ACES Curriculum Map ~ 8th

CV Priority Standard/PA Academic Standard	
<b>A:C1 Relate School to Life Experiences PA 13.1 Career Awareness and Preparation</b>	
Taught in Unit(s)	
8- High School Counselor Talk	
Explanation/Example of Standard	
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	
Common Misconceptions	
High School is just like middle school except slightly more difficult.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> <li>• Courses offered at the high school</li> <li>• Extracurricular/clubs/social events happening at the high school</li> <li>• How to navigate the complicated transition into high school (socially and academically)</li> </ul>	How can I best prepare for high school socially and academically?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>• Courses offered at the high school</li> <li>• Extracurricular and clubs that are available for the students</li> <li>• Paths that lead to classes that are wanted to be taken</li> <li>• How to manage academics and social life</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that are personally important to them</li> </ul>

Grade: 6			Personal/Social	Academic	Career
Unit	Timeline	Topics	Priority Standards	Priority Standards	Priority Standards
1,3	1,3	Transition to Middle school		A:A3 Achieve School Success	
		Study Skills			
2	2	Learning Styles		A:A2 Acquire Skills for Learning	PDE 13.1 Career Awareness and Prep
4,5,6	4,5,6	Perspective Taking	PS:A2 Acquire Interpersonal Skills		PDE 13.1 Career Awareness and Prep
		Communication Skills			
		Bullying			
7,8	7,8	Work Ethic/Soft Skills		A:C1 Relate School to Life Experience	PDE 13.2 Career Acquisition
		Time Management			

Grade: 7			Personal/Social	Academic	Career
Unit	Timeline	Topics	Priority Standards	Priority Standards	Priority Standards
1	1	Goal Setting		A:B2 Plan to achieve goals	PDE 13.1 Career Awareness and Prep
2	2,3	Cluster Finder			PDE 13.2 Career Acquisition
					C:B1 Acquire Career Information
3	4,5	Holland Code			C:A1 Develop Career Awareness
					PDE 13.2 Career Acquisition
4	6,7,8	Life Game	PS:B1 Self Knowledge Application		PDE 13.1 Career Awareness and and Preparation
		Conflict Resolution			
		Cultural Differences			

Grade: 8			Personal/Social	Academic	Career
Unit	Timeline	Topics	Priority Standards	Priority Standards	Priority Standards
1	1,2,3,4,5	Vo-Tech			C:B2 Identify Career Goals
		Course Selection			13.2 Career Acquisition
		4-year Planner			13.3 Career Retention
2	6,7	Tech Safety (internet)	PS:C1 Acquire Personal Safety Skills		
3	8	H.S. Counselor Talk		A:C1 Relate School to Life Experiences	PA 13.1 Career Awareness and Preparation



