

MAYWOOD PUBLIC SCHOOL

Guidance Curriculum

Guidance Philosophy

The Maywood Public Schools Kindergarten through 12th grade School Counseling Curriculum consists of structured developmental experiences presented through classroom and group activities. The purpose of the school counseling curriculum is to provide students at all levels with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized into three major areas: Personal/Social, Academic/Educational, and Career/Occupational. While it is the counselor's responsibility to organize and implement the school counseling curriculum, the cooperation and support of the entire faculty and staff are necessary for its successful implementation.

Guidance Exit Outcomes

By the end of the twelfth grade, students at Maywood Public School will be able to....

1. acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. employ strategies to achieve future career goals with success and satisfaction.
3. understand the relationship between personal qualities, education, training, and the world of work.
4. acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
5. complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
6. understand the relationship of academics to the world of work, and to life at home and in the community.
7. acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
8. make decisions, set goals, and take necessary action to achieve goals.
9. understand safety and survival skills.

Guidance Strands

1. Career Development
2. Academic Development
3. Personal/Social Development

Guidance Curriculum Matrix

By the end of the twelfth grade, students at Maywood Public School will be able to....

1. Develop Career Awareness

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Senior Seminar
1.1	Develop skills to locate, evaluate, and interpret career information.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.2	Demonstrate knowledge of the variety of traditional and non-traditional occupations.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.3	Develop an awareness of personal abilities, skills, interests, and motivations.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.4	Display how to interact and work cooperatively in teams.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.5	Apply decision-making strategies.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.6	Demonstrate how to set goals.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.7	Understand the importance of planning.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.8	Pursue and develop competency in areas of interest.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.9	Develop hobbies and vocational interests.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.10	Balance between work and leisure time.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.11	Acquire employability skills such as working on a team, problem -solving and organizational skills.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.12	Apply job readiness skills to seek employment opportunities.						<i>I</i>	<i>D</i>	<i>M</i>
1.13	Demonstrate knowledge about the changing workplace.						<i>I</i>	<i>D</i>	<i>M</i>
1.14	Demonstrate knowledge of the rights and responsibilities of employers and employees.							<i>I</i>	<i>M</i>
1.15	Learn to respect individual uniqueness in the workplace.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.16	Understand how to write a resume.							<i>I</i>	<i>M</i>
1.17	Apply a positive attitude toward work and learning.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.18	Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.19	Utilize time- and task-management skills.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.20	Apply decision-making skills to career planning, course selection, and career transitions.							<i>I</i>	<i>M</i>
1.21	Identify personal skills, interests, and abilities and relate them to current career choices.							<i>I</i>	<i>M</i>
1.22	Demonstrate knowledge of the career planning process.							<i>I</i>	<i>M</i>
1.23	Know the various ways which occupations can be classified.							<i>I</i>	<i>M</i>
1.24	Use research and information resources to obtain career information.							<i>I</i>	<i>M</i>
1.25	Learn to use the internet to access career planning information.							<i>I</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Senior Seminar
1.26	Describe traditional and non-traditional occupations and how these relate to career choice.								<i>I, M</i>
1.27	Demonstrate understanding of how changing economic and societal needs influence employment trends and future training.							<i>I</i>	<i>M</i>
1.28	Demonstrate awareness of the education and training needed to achieve career goals.							<i>I</i>	<i>M</i>
1.29	Assess and modify their educational plan to support career goals.								<i>I, M</i>
1.30	Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences.								<i>I, M</i>
1.31	Select course work that is related to career interests.								<i>I, M</i>
1.32	Maintain a career planning portfolio.								<i>I, M</i>
1.33	Demonstrate understanding of the relationship between educational achievement and career success .						<i>I</i>	<i>D</i>	<i>M</i>
1.34	Explain how work can help to achieve personal success and satisfaction and success.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.35	Demonstrate understanding that the changing workplace requires lifelong learning and acquiring new skills.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.36	Describe the effect of work on lifestyles.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.37	Demonstrate understanding of the importance of equity and access in career choice.							<i>I</i>	<i>M</i>
1.38	Demonstrate understanding that work is an important and satisfying means of personal expression.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.39	Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.40	Learn how to use conflict management skills with peers and adults.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.41	Learn to work cooperatively with others as a team member.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
1.42	Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.							<i>I</i>	<i>M</i>

2. Academic Development

2.1	Articulate feelings of competence and confidence as a learner.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.2	Display a positive interest in learning.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.3	Take pride in work and in achievement.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.4	Accept mistakes as essential to the learning process.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.5	Identify attitudes and behaviors which lead to successful learning.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.6	Apply time management and task management skills.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.7	Demonstrate how effort and persistence positively affect learning.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Senior Seminar
2.8	Use communication skills to know when and how to ask for help when needed.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.9	Apply knowledge of learning styles to positively influence school performance.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.10	Take responsibility for their actions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.11	Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.12	Develop a broad range of interests and abilities.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.13	Demonstrate dependability, productivity, and initiative.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.14	Share knowledge.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.15	Demonstrate the motivation to achieve individual potential.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.16	Learn and apply critical thinking skills.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.17	Apply the study skills necessary for academic success at each level.		<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.18	Seek information and support from faculty, staff, family, and peers.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.19	Organize and apply academic information from a variety of sources.						<i>I</i>	<i>D</i>	<i>M</i>
2.20	Use knowledge of learning styles to positively influence school performance.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.21	Become self-directed and independent learners.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.22	Establish challenging academic goals in elementary, middle/junior high, and high school.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.23	Use assessment results in educational planning.							<i>I</i>	<i>M</i>
2.24	Develop and implement an annual plan of study to maximize academic ability and achievement.								
2.25	Apply knowledge of aptitudes and interests to goal setting.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.26	Use problem-solving and decision-making skills to assess progress toward educational goals.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.27	Understand the relationship between classroom performance and success in school.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>	
2.28	Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.							<i>I</i>	<i>M</i>
2.29	Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life.						<i>I</i>	<i>D</i>	<i>M</i>
2.30	Seek co-curricular and community experiences to enhance the school experience.						<i>I</i>	<i>D</i>	<i>M</i>
2.31	Understand the relationship between learning and work.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Senior Seminar
2.32	Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.							<i>I</i>	<i>M</i>
2.33	Understand that school success is the preparation to make the transition from student to community member.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
2.34	Understand how school success and academic achievement enhance future career and vocational opportunities.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>

3. Personal/Social Development

3.1	Learn the goal setting process.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.2	Understand change as a part of growth.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.3	Identify and express feelings.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.4	Distinguish between appropriate and inappropriate behaviors.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.5	Recognize personal boundaries, rights, and privacy needs.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.6	Understand the need for self-control and how to practice it.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.7	Demonstrate cooperative behavior in groups.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.8	Identify personal strengths and assets.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.9	Identify and discuss changing personal and social roles.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.10	Identify and recognize changing family roles.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.11	Recognize that everyone has rights and responsibilities.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.12	Respect alternative points of view.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.13	Recognize, accept, respect, and appreciate individual differences.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.14	Recognize, accept, and appreciate ethnic and cultural diversity.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.15	Recognize and respect differences in various family configurations.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.16	Use effective communication skills.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.17	Know that communication involves speaking, listening, and nonverbal behavior.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.18	Learn how to make and keep friends.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.19	Use a decision-making and problem-solving model.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.20	Understand consequences of decisions and choices.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.21	Identify alternative solutions to a problem.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.22	Develop effective coping skills for dealing with problems.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.23	Demonstrate when, where, and how to seek help for solving problems and making decisions.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>

Identifier	Objective	K	1st	2nd	3rd	4th	5th	6th	Senior Seminar
3.24	Know how to apply conflict resolution skills.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.25	Demonstrate a respect and appreciation for individual and cultural differences.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.26	Know when peer pressure is influencing a decision.			<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.27	Identify long- and short-term goals.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.28	Identify alternative ways of achieving goals.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.29	Use persistence and perseverance in acquiring knowledge and skills.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.30	Develop an action plan to set and achieve realistic goals.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.31	Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.32	Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.33	Learn the difference between appropriate and inappropriate physical contact.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.34	Demonstrate the ability to assert boundaries, rights, and personal privacy.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.35	Differentiate between situations requiring peer support and situations requiring adult professional help.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.36	Identify resource people in the school and community, and know how to seek their help.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.37	Apply effective problem -solving and decision-making skills to make safe and healthy choices.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.38	Learn about the emotional and physical dangers of substance use and abuse.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.39	Learn how to cope with peer pressure.				<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.40	Learn techniques for managing stress and conflict.	<i>I</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>D</i>	<i>M</i>
3.41	Learn coping skills for managing life events.					<i>I</i>	<i>D</i>	<i>D</i>	<i>M</i>

Approved: October 2013