### MSAD #54 Guidance Curriculum
School Counseling Program

Content Area: Career and Education Development  
Unit: Self-Knowledge & Interpersonal Relationships  
Grade: Grade 7  
MLR Span: 6-8

MLR Content Standard: **A: Learning About Self-Knowledge and Interpersonal Relationships**

Students identify, demonstrate, analyze and evaluate: self-knowledge related to interests, skills, work, and school; positive personal traits, attitudes, beliefs, behaviors, habits of mind, and experiences that lead to success in school, work and community; their ability to build and maintain a positive self-concept; and their ability to develop and recognize interpersonal skills that effectively influence work and relationships with others.

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<tr>
<th>MLR Performance Indicators 6-8</th>
<th>MSAD #54 Objectives</th>
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</table>
| 1. Self-Knowledge and Self-Concept  
a. Students explain how interests, skills, habits of mind, and experiences support and maintain a positive self-concept.  
| **Personal/Social Domain**  
National Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.  
Competencies/Indicators:  
PS:A1 Acquire Self-knowledge  
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person  
PS:A1.2 Identify values, attitudes, and beliefs  
PS:A1.8 Understand the need for self control and how to practice it  
PS:A1.10 Identify personal strengths and assets  
PS:A2 Acquire Interpersonal Skills  
PS:A2.2 Respect alternative points of view  
PS:A2.3 Recognize, accept, respect, and appreciate individual differences  
| Pathways, Interest Inventories  
Civil Rights Team  
Student Council activities  
Conflict Resolution  
Health Class: positive concept/self respect, self control, social/emotional health, physical fitness  
Small group and individual counseling |

| 2. Beliefs and Behaviors That Lead to Success  
a. Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete  
| **Personal/Social Domain**  
National Standard A: Student will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.  
Competencies/Indicators:  
PS:A2 Acquire Interpersonal Skills  
| Civil Rights Team  
Conflict Resolution Skills  
Health Class: substance Abuse/use  
Pathways  
Small group & individual counseling |
tasks/goals affect success in school.

| PS:A2.1 Recognize that everyone has rights and responsibilities |
| PS:A2.2 Respect alternative points of view |
| PS:A2.6 Use effective communication skills |

**National Standard C:** Students will understand safety and survival skills. **Competencies/Indicators:**
- PS:C1 Acquire Personal Safety Skills
- PS: C1.7 Apply effective problem solving and decision making skills to make safe and healthy choices
- PS:C1.8 Learn about emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills managing life events

| PS: A1 Acquire Self knowledge |
| PS:A1.5 Identify and express feelings |
| PS:A1.6 Distinguish between appropriate and inappropriate behavior |
| PS:A1.7 Recognize personal boundaries, rights and privacy needs |
| PS:A1.8 Understand the need for |

**Academic Development Domain**

**National Standard C:** Students will understand the relationship of academics to world of work and to life at home and in community. **Competencies/Indicators:**
- A:C1 Relate School to Life Experience

**Personal Social Domain**

**National Standard A:** Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. **Competencies/Indicators:**
- PS:A1 Acquire Self knowledge
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs
- PS:A1.8 Understand the need for

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3. Interpersonal Skills
- a. Students demonstrate behaviors that reflect positive interpersonal skills and analyze how positive interpersonal skills lead to success in a variety of school, work, and community settings.
  - a. Getting along with others
  - b. Respecting diversity
  - c. Working as a member of a team
  - d. Managing conflict
  - e. Accepting/giving/using constructive feedback
  - f. Accepting responsibility for personal behavior
  - g. Demonstrating ethical behavior
  - h. Following established rules/etiquette for observing/listening
  - i. Demonstrating safe behavior

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**Community services projects**
- Team project in classrooms
- Camp Kieve – risk taking behavior, conflict resolution
- Civil Rights Team Activities
- Harassment Unit
- Healthy Life Styles Unit: peer pressure, family support
- Conflict resolution: listening skills, etc.
- Celebration of differences
- Pathways

**Academic Development Domain**

- Consistent enforcement of rules
- Team project in classrooms
- Camp Kieve – risk taking behavior, conflict resolution
- Civil Rights Team Activities
- Harassment Unit
- Healthy Life Styles Unit: peer pressure, family support
- Conflict resolution: listening skills, etc.
- Celebration of differences
- Pathways
- Student Council Projects
4. Career and Life Roles
   a. Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.
      a. Time management
      b. Goal-setting
      c. Resource management

   | Academic Development Domain |
   | National Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span. |
   | Competencies/Indicators: |
   | A:A2 Acquire skills for improving learning |
   | A:A2.1 Apply time-management and task management skills |

   | Career Development Domain |
   | National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. |

   j. Dealing with peer pressure

   self-control and how to practice it
   PS:A1.9 Demonstrate cooperative behavior in groups

   PS:C1 Acquire Personal Safety Skills
   PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
   PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
   PS:C1.9 Learn how to cope with peer pressure
   PS:C1.10 Learn techniques for managing stress and conflict
   PS:C1.11 Learn coping skills for managing life events

   Project Based assignments with time lines to develop time management skills
   Individual plan, Small group and classroom units to develop Stress reduction skills
   Pathways Program
   Vocational Summer School
Competencies/Indicators:
C:A1 Develop Career Awareness
C:A1.6 Learn how to set goals
C:A1.10 Balance between work and leisure time

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
Competencies/Indicators:
C:B1 Acquire Career Information
C:B1.5 Use research and information resources to obtain career information
C:B1.6 Learn to use the Internet to access career planning information

C:B2 Identify Career Goals
C:B2.2 Assess and modify their educational plan to support career
C:B2.5 Maintain a career-planning portfolio
**MSAD #54 Guidance Curriculum**

Content Area: Career and Education Development  
Unit: Exploring Education and Career and Life Roles  
Grade: Grade 7  
MLR Span: 6-8

**MLR Content Standard: B. Learning About and Exploring Education and Career and Life Roles**

Students identify, demonstrate, analyze, and evaluate: An understanding of the relationship between education and work, especially how learning new skills and educational achievement lead to increased work options and success with personal career and life goals; and the ability to identify and use education and career information for lifelong learning to achieve success.

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| 1. Relationships Among Learning, Work, the Community, and the Global Economy | **Academic Development Domain**  
National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options including college. Competencies/Indicators:  
A:B1 Improve Learning  
A:B1.1 Demonstrate the motivation to achieve individual potential  
A:B1.4 Seek information and support from faculty, staff, family and peers  
A:B1.5 Organize and apply academic information from a variety of sources  
A:B1.6 Use knowledge of learning styles to positively influence school performance  
A:B2 Plan to Achieve Goals | Pathways – educational needs to attain career goals; career exploration; Vocational Summer School Guest Speakers |

a. Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.
2. Skills for Individual/Personal Success in the 21\textsuperscript{st} Century

a. Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.

a. Literacy Skills
b. Numeracy
c. Critical thinking skills
d. Information and communication technology (ICT) literacy
e. Interpersonal skills
f. Other academic skills and knowledge

community experiences to enhance the school experience
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understanding that school success is the preparation to make the transition from student to community member

**Academic Development Domain**
National Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
Competencies/Indicators:
A:A1 Improve Academic Self Concept
A:A1.5 Identify attitudes and behaviors which lead to successful learning

A:A2 Acquire Skills for Improving Learning
A:A2.3 Use communications skills to know when and how to ask for help when needed

A:A3 Achieve School Success
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.5 Share knowledge

**Career Development Domain**
National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
Competencies/Indicators:
C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate,
3. Education and Career Information

a. Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices.

Career Development Domain

National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Competencies/Indicators:

- C:A1 Develop Career Awareness
- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of learning

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:

- C:B1 Acquire Career Information
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.6 Learn to use the Internet to access career planning information

Pathways Program – career exploration, educational goals, importance of working to potential
Vocational Summer school
Community Based projects
C:A2.9 Utilize time- and task-management skills

**National Standard B**: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:
- C:B1 Acquire Career information
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.5 Use research and information resources to obtain career information.

- C:B2 Identify Career Goals
  - C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
  - C:B2.5 Maintain a career-planning portfolio

**National Standard C**: Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies/Indicators:
- C:C1 Acquire Knowledge to Achieve Career Goals
  - C:C1.1 Understand the relationship between educational achievement and career success
  - C:C1.2 Explain how work can help to achieve personal success and satisfaction

- C:C2 Apply Skills to Achieve Career Goals
  - C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
MSAD #54 School Counseling Program

Content Area: Career and Education Development
Unit: Learning to Make Decisions

Grade: Grade 7
MLR Span: 6-8

MLR Content Standard: **C: Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions**

Students identify, demonstrate, analyze, and evaluate: the main components of the planning process; their ability to balance career, college, and citizenship roles; their ability to apply successful strategies for effective decision-making; and their ability to analyze the influence of diverse and changing societal and global economic needs on personal decision-making and career and education planning/success.

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<td><strong>1. The Planning Process</strong></td>
<td><strong>Academic Development Domain</strong></td>
<td>Pathways</td>
</tr>
<tr>
<td>a. Students explain how the parts of the planning process assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</td>
<td>National Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options, including college.</td>
<td>Guest Speakers</td>
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<tr>
<td>b. Looking for and creating personal career options</td>
<td>A:B2.6 Understand the relationship between classroom performance and success in school</td>
<td>Project Based Assignments</td>
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<tr>
<td>c. Decision-making skills</td>
<td><strong>Career Development Domain</strong></td>
<td>Pathways Program – Career Exploration</td>
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<tr>
<td>2. Decision-Making</td>
<td>National Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</td>
<td>Project Based Assignments</td>
</tr>
<tr>
<td>a. Students compare and apply different models for decision-making including the rational, intuitive, and consultative models for setting short-term and long-term goals in career and education.</td>
<td>Competencies/Indicators: C:A1 Develop Career Awareness</td>
<td>Team Building Exercises</td>
</tr>
<tr>
<td>C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations</td>
<td>C:A1.5 Learn to make decisions</td>
<td>Real life Math</td>
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<tr>
<td>C:A1.6 Learn how to set goals</td>
<td>C:A1.7 Understand the importance of planning</td>
<td>Positive Relationships</td>
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<tr>
<td>C:A1.7 Understand the importance of planning</td>
<td><strong>C:A2 Develop Employment</strong></td>
<td>Conflict Resolution Skills</td>
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| 3. Influences on Decision-Making | Readiness,  
| | C:A2.7 Develop a positive attitude toward work and learning  
| National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.  
| Competencies/Indicators:  
| C:B1 Acquire Career Information  
| C:B1.1 Apply decision-making skills to career planning, course selection and career transition  
| C:B2 Identify Career Goals  
| C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals  
|  
| Personal/Social Domain | **Academic Development Domain**  
| National Standard B: Students will make decisions, set goals and take necessary action to achieve goals.  
| Competencies/Indicators:  
| PS:B1 Self-knowledge Application  
| PS:B1.1 Use a decision-making and problem solving model  
| PS:B1.2 Understand consequences of decisions and choices  
| PS:B1.9 Identify long and short term goals  
| PS:B1.10 Identify alternative ways of achieving goals  
|  
| a. Students identify behaviors that influence career and education decision-making.  
|  
| Pathways – digital portfolio  
| Health – positive self concept/self respect, mass media, personal hygiene  
| Understanding relationships  
| Respect  
| CRT team activities |
4. Societal Needs and Changes that Influence Workplace Success

Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.

**Career Development Domain**

National Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Competencies/Indicators:
- C:B1 Acquire Career Information
- C:B1.3 Demonstrate knowledge of the career-planning process

**Personal/Social Domain**

National Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Competencies/Indicators:
- PS:B1 Self-knowledge Application
  - PS:B1.4 Develop effective coping skills for dealing with problems
  - PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

Pathways: career exploration
Real life Math
Communication via technology