

**FLORHAM PARK PUBLIC SCHOOLS
GUIDANCE CURRICULUM
K-8**

June 2001

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New Jersey State Standards Cross-Content Workplace Readiness

Standard 1.0: All students will develop career planning and workplace readiness skills.

All students will be able to:

- 1.1 demonstrate employability skills and work habits, such as honesty, work ethic, dependability, promptness and getting along with others, needed to get and keep a job.
- 1.2 describe the importance of personal skills and attitudes to job success.
- 1.3 identify personal interests, abilities and skills.
- 1.4 develop an individual career plan.
- 1.5 identify skills that are transferable from one occupation to another.
- 1.6 select a career major and appropriate accompanying courses.
- 1.7 describe the importance of academic and occupational skills to achievement in the work world.
- 1.8 demonstrate occupational skills developed through work-based learning experiences, such as volunteer, community service and work-based experiences or part-time employment.
- 1.9 identify job openings.
- 1.10 prepare a resume and complete job applications.
- 1.11 demonstrate skills and attitudes necessary for a successful job interview.

Standard 2.0 All students will use information, technology and other tools.

All students will be able to:

- 2.1 understand how technological systems function.
- 2.2 select appropriate tools and technology for specific activities.
- 2.3 demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, maintenance, and retrieving and managing information.
- 2.4 develop, search and manipulate databases.
- 2.5 access technology-based communication and information systems.
- 2.6 identify and locate information on specific topics using both technological (e.g. computer, telephone, satellite) and conventional (e.g. library, media center) resources.
- 2.7 use technology and other tools to solve problems, collect data and make decisions.
- 2.8 use technology and other tools, including word-processing, spreadsheet and presentation programs and print or graphic utilities, to produce products.
- 2.9 use technology to present designs and results of investigations.
- 2.10 discuss problems, including ethical decisions, related to increasing use of technology.

Standard 3.0 All students will use critical thinking, decision-making, and problem solving skills.

All students will be able to:

- 3.1 recognize and define a problem or clarify decisions to be made.
- 3.2 use models, relationships, and observations to clarify problems and potential solutions.
- 3.3 formulate questions and hypotheses.
- 3.4 identify and access resources, sources of information and services in the school and the community.
- 3.5 use the library media center as a critical resource of inquiry.
- 3.6 plan experiments.
- 3.7 conduct systematic observations.
- 3.8 organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 identify patterns and investigate relationships.
- 3.10 monitor and validate their own thinking
- 3.11 identify and evaluate the validity of alternative solutions.
- 3.12 interpret and analyze data to draw conclusions.

- 3.13 select and apply appropriate solutions to problem-solving and decision-making situations.
- 3.14 evaluate the effectiveness of various solutions.
- 3.15 apply problem-solving skills to original and creative/design projects.

Standard 4.0 All students will demonstrate self-management skills.

All students will be able to:

- 4.1 set short-term and long-term goals.
- 4.2 work cooperatively with others to accomplish a task.
- 4.3 evaluate their own actions and accomplishments.
- 4.4 describe constructive responses to criticism.
- 4.5 provide constructive criticism to others.
- 4.6 describe actions, which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- 4.7 describe how one's behavior influences the feelings and actions of others.
- 4.8 demonstrate refusal skills.
- 4.9 use time efficiently and effectively.
- 4.10 apply study skills to expand their own knowledge and skills.
- 4.11 describe how ability, efforts, and achievement are interrelated.

Standard 5.0 All students will apply safety principles

All students will be able to:

- 5.1 explain how common injuries can be prevented
- 5.2 develop and evaluate a personal injury prevention program.
- 5.3 demonstrate principles of safe physical movement.
- 5.4 demonstrate safe use of tools and equipment.
- 5.5 identify and demonstrate the use of recommended safety and protective devices.
- 5.6 identify common hazards and describe methods to correct them.
- 5.7 identify and follow safety procedures for laboratory and other hands-on experiences.
- 5.8 discuss rules and laws designed to promote safety and health, and their rationale.
- 5.9 describe and demonstrate procedures for basic first aid and universal precautions.

NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

#1 : Academic Development

- Standard A Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- Standard B Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- Standard C Students will understand the relationship of academics to the world of work, and to life at home and in the community.

#2: Career Development

- 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.
- Standard B Students will employ strategies to achieve future career success and satisfaction.
- Standard C Students will understand the relationship between personal qualities, education and training, and the world of work.

3: Personal/Social Development

- Standard A Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.
- Standard B Students will make decisions, set goals, and take necessary action to achieve goals.
- Standard C Students will understand safety survival skills.

INTRODUCTION

The guidance and counseling program for the Florham Park Schools offers services to all students using a variety of experiences and activities. Guidance counselors meet with students individually, in small groups, and for large group guidance lessons in the classroom or during advisory to discuss personal needs, issues, problems or concerns. Guidance lessons are both regularly scheduled and delivered as needed. Students are encouraged to refer themselves to the counselor when a need arises and often teachers, principals, parents and peers will refer students to the counselor as well. The guidance program is developmentally based and uses a proactive approach for concerns of a social, emotional or academic nature. Large group guidance lessons or advisory topics are based on the district guidance curriculum which addresses the general needs of young children and adolescents through units of study to include self-understanding and expression, peer relationships, problem solving and consequences of choice, accepting differences in others, communication skills, career awareness and exploration, and orientations to new environments. Additional topics are addressed when a need is discovered. The guidance and counseling program provides support to the school community. Counselors regularly confer with the Child Study Team, teaching teams, and individual teachers. Counselors participate in conferences with teachers and parents, publish articles for the PTA New Notes, present information to families on important topics such as standardized testing, study skills and parenting strategies. The guidance counselors are liaisons between community groups and the schools. The guidance and counseling program provides information on community services and programs that benefit all students and families.

PHILOSOPHY

The students occupying our classrooms today are a diverse group, the offspring of an array of familial and cultural backgrounds. They arrive at school with diverse levels of social and emotional maturity. Their experiences and learning needs vary greatly. They reflect a range of levels in academic readiness and interest. Although very different in many respects, each and every child possesses the potential to be a valuable asset to society and should strive for self-fulfillment to better themselves and the world around them. To meet and serve their needs, a guidance program must be designed to address their developmental issues throughout the elementary and middle school years. The guidance program must provide skills and experiences that will enhance their learning and provide support for the community from which they have arrived.

A sound developmental guidance program seeks to recognize and address the uniqueness of the individual learner in the school setting. It strives to assist students through a series of changes as they learn, grow and move positively towards self-enhancement. It allows for the successful progression to a higher academic level and prepares students for coping with life tasks and demands.

A developmental guidance program for the elementary and middle school years combines the most positive aspects of prevention, intervention and remediation strategies while attending to the immediate cognitive, social and emotional needs of the student. In our quests for success, conflicts develop as our needs and desires clash with those of others and the environment in which we live. As children grow, they are faced with many changes, choices and pressures. This program reaches out to guide them through the tumultuous years from childhood to adolescence and into their teens. It teaches them to make choices, which will lead to positive outcomes.

The guidance curriculum is based on the developmental stages, tasks, skills and experiences of the child and adolescent. The goals and objectives of such a program support units of study to promote effective understanding, skill development and formation of a positive, realistic self-concept through experience and education for all the student population. Using an organized and sequential curriculum, information and services are delivered in a flexible and supportive manner. As an integrated part of the total education process, a developmental guidance program involves all school personnel reaching out and helping all students to learn more effectively and efficiently. Open communication with parents, teachers, other staff members and administrators helps build the ties that form a bond between the students and the school. Under the leadership of trained, professional school counselors continuous services and interventions are provided for all students.

PURPOSE

The purpose of this curriculum is to establish guidelines upon which the guidance program and its objectives can be based. Descriptors of national standards and state standards are presented for academic development, career development and personal/social development. The philosophy of a developmental guidance program is explained. Objectives for both the elementary years and middle school years are specifically stated. Units of study incorporating the standards and objectives are presented. Resources and materials have been listed along with prevailing themes and benefits.

The curriculum allows the counselor the freedom to creatively utilize instructional resources and materials to meet the diverse needs of all students. It also allows the counselor to vary the content and methods of delivery utilized from year to year.

RESPONSIBILITY

It is the responsibility of the guidance counselor as supervised by the school administration to meet the objectives stated in the guidance curriculum. The guidance counselor will be responsible for scheduling group guidance lessons in the classroom or during advisory. The guidance counselor must foster an atmosphere of open communication with the students, staff, parents and administration so that issues and concerns that arise may be addressed. Confidentiality must be insured. It is expected that the guidance counselor will work cooperatively with the administration and staff so that all the objectives of the guidance curriculum can be achieved.

BENEFITS

For Students:

- Includes the entire student population
- Focuses on individual and group needs
- Encourages student input
- Enhances peer interaction
- Provides adult guidance
- Assists in adjustment to difficult situations
- Provides a forum to investigate options
- Enhances awareness of their environment

For Parents:

- Encourages parental input
- Provides guidance in understanding childhood and adolescent issues
- Provides assistance in seeking outside referrals
- Intermediary between teacher and parent
- Assists in adjustment of difficult situations

For Teachers:

- Encourages teacher input
- Assists in parent/school communication
- Promotes counselor as a resource
- Assists in school behavior and conflict issues
- Assists in academic issues

THEMES

CRITICAL THINKING SKILLS

STUDY AND ORGANIZATIONAL SKILLS

TIME MANAGEMENT

GOAL SETTING

RESPECT FOR SELF AND OTHERS

HANDLING PEER PRESSURE

TEST TAKING STRATEGIES

CONFLICT RESOLUTION STRATEGIES

INTERPERSONAL RELATIONSHIPS

FEELINGS

CAREERS

GUIDANCE CURRICULUM

UNITS OF STUDY

Self-Understanding and Expression

Peer Relationships

Problem Solving and Consequences of Choices

Accepting Differences in Others

Communication Skills

Career Awareness and Exploration

Orientation to a New Environment

**FLORHAM PARK PUBLIC SCHOOLS
GUIDANCE CURRICULUM**

Concepts and goals are addressed and learned over the span of six years spent at Briarwood and Brooklake Schools

Grades: K-5

Unit Topic: Self Understanding Expression

NS: # 1.A, #3.A,B,C

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Recognize unique abilities.</p> <p>Recognize that it is OK to experience and express a wide range of feelings.</p> <p>Be able to label feelings and recognize them in others.</p> <p>Realize that feelings influence decisions and affect actions.</p> <p>Become aware of qualities, which would like to build upon and those that would like to change.</p> <p>Learn appropriate and constructive ways of expressing feelings.</p>			<p>(U)</p> <p>Health</p> <p>Music</p> <p>Art</p> <p>Communication Arts</p>

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Grades: K-5
Unit Topic: Self Understanding Expression - continued
NS: #1.A, #3.A,B,C

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Develop a positive, realistic self-concept.</p> <p>How words and actions affect how others feel.</p> <p>Learn that feelings, goals and behavior are interrelated.</p> <p>Develop strategies for coping with conflict, stress and emotions.</p> <p>Discover and incorporate study strategies consistent with own learning style.</p> <p>Develop an understanding that one can make a mistake and still be a competent person.</p>			

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Grades: K-5
Unit Topic: Peer Relationships
NS: #1,A, #3, A.B.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Demonstrate the ability to recognize and resist negative peer or group pressure.</p> <p>Understand what it means to be a friend.</p> <p>Recognize how personal behavior affects group dynamics.</p> <p>Demonstrate the skills needed to function effectively in groups.</p> <p>Learn methods of handling hurtful behavior.</p> <p>Recognize the benefits of being kind to others.</p> <p>Recognize individual rights.</p>			<p>(U)</p> <p>Health</p> <p>Cooperative Learning</p> <p>Social Studies</p> <p>Communication Arts</p>

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Grades: K-5
Unit Topic: Problem Solving and Consequences of Choice
NS: #1.A, #2.B, #3.A.B.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Be able to define the meaning of conflict.</p> <p>Be able to resolve problems that arise while working in groups.</p> <p>Demonstrate responsible behaviors that support personal safety, well being and compliance with the Florham Park Code of Conduct as specified in the District Handbook.</p> <p>Understand the responsibility for own behavior.</p> <p>Identify facts that influence personal decisions.</p>			<p>(U)</p> <p>Health</p> <p>Cooperative Learning</p> <p>Literature</p>

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Grades: K-5

Unit Topic: Problem Solving and Consequences of Choice - continued

NS: #1.A, #2.B., #3 A.B.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Be able to apply critical thinking skills to analyzes and evaluate potential solutions to interpersonal problems.</p> <p>Be able to predict the positive and negative effects of how conflicts are handled.</p> <p>Become aware of emotions and thoughts that impair ability and/or willingness to resolve conflicts peacefully.</p> <p>Be able to make choices, which lead to positive experiences.</p> <p>Learn to take others into consideration when making choices.</p>			

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Grades: K-5

Unit Topic: Problem Solving and Consequences of Choice - continued

NS: #1.A, #2.B, #3A.B.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
Learn how insensitive behavior affects its victims. Be able to admit when wrong and make amends.			

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Grades: K-5
Unit Topic: Accepting Differences in Others
NS: #1.A, #3.A. B. C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Assume personal responsibility for respecting, differing opinions and working cooperatively with others.</p> <p>Recognize the personal needs and worth of all human beings.</p> <p>Demonstrate appreciation and respect for differences in others.</p> <p>Appreciate that children have different strengths and weaknesses.</p> <p>Recognize similarities in others.</p>			<p>(U) Health</p> <p>Social Studies</p> <p>Cooperative Learning</p> <p>Literature</p>

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Grades: K-5

Unit Topic: Communication Skills

NS: #1.A, #2.B, #3.A.B.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Communicate thoughts, feelings and needs in a positive manner.</p> <p>Demonstrate effective communication skills by actively listening and responding appropriately.</p> <p>Understand how others feel and communicate with sensitivity.</p> <p>Understand the importance of voice tone and body language.</p> <p>Demonstrate how to communicate positively in a conflict situation.</p> <p>Present information to classmates.</p>			<p>(U)</p> <p>Health</p> <p>Public Speaking</p> <p>Communication Arts</p> <p>Cooperative Learning</p>

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Grades: K-5

Unit Topic: Career Awareness and Exploration

NS: #1.C, #2.A.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Identify personal areas of interest.</p> <p>Recognize the relationship between goal setting and accomplishing work.</p> <p>Develop an understanding of the variety and complexity of various careers.</p> <p>Recognize that skills, abilities, education, and interests are considerations in the choice of work roles.</p> <p>Develop the understanding that an individual's work choice and roles are influenced by personal characteristics such as abilities, feelings, attitudes, values, interests, likes, dislikes, and environmental factors.</p>			<p>(U) Social Studies</p> <p>Cooperative Learning</p> <p>Research</p> <p>Literature</p> <p>Communication Arts</p> <p>Science</p> <p>Music</p>

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Concepts and goals are addressed and learned over the span of six years spent at Briarwood and Brooklake Schools

Grades: K-5

Unit Topic: Career Awareness and Exploration - continued

NS: #1.C, #2.A.C.

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Recognize the relevance of learning to one's future.</p> <p>Recognize the importance of good work habits.</p> <p>Gain practice collecting information in cooperative groups.</p> <p>Develop an awareness of self as a worker in school and at home.</p> <p>Develop the understanding that people work for a living.</p> <p>Realize that working provides satisfaction and rewards.</p> <p>Develop the understanding that an individual's effectiveness in work often is affected by one's ability to work cooperatively with others.</p>			<p>Art</p> <p>Public Speaking</p>

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Grades: K-5

Unit Topic: Orientation to a New Environment

NS:

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Become familiar with the guidance counselor.</p> <p>Develop an understanding of the role of the guidance counselor, services offered and knowing how and where to find the counselor.</p>			

**FLORHAM PARK PUBLIC SCHOOLS
GUIDANCE CURRICULUM**

These concepts and goals are a continuation of the guidance program at the elementary level. They are addressed and learned over the span of the middle school years in grades 6, 7 and 8.

Grades: 6-8
Unit Topic: Self-Understanding and Expression
NS: #1.A.C., A#2.B. C., #3.A

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Recognize and appreciate individuality.</p> <p>Assess strengths and weaknesses working towards self-improvement in at least one growth area.</p> <p>Acquire awareness and understanding of maturational changes during pre-adolescence and adolescence.</p> <p>Understand how participation in educational programs and extracurricular activities can enhance educational and personal growth.</p> <p>Realize that feelings influence decisions and affect actions.</p>			<p>(U) Communication Arts</p> <p>Social Studies</p> <p>Science</p> <p>Mathematics</p> <p>World Language</p> <p>Quest/Health</p> <p>Visual Arts</p>

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GUIDANCE CURRICULUM**

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Grades: 6-8

Unit Topic: Self-Understanding and Expression - continued

NS: #1.A.C, #2.B.C., #3.A

Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Assume structured leadership roles to assist in facilitating cooperative learning and teamwork situations.</p> <p>Assess the need for change and make appropriate adaptations for high school.</p> <p>Develop an understanding that the learning process occurs throughout the life span of an individual.</p>			<p>Music</p> <p>IA/TEK</p> <p>Physical Science</p> <p>M.A.P.</p>

**FLORHAM PARK PUBLIC SCHOOLS
GUIDANCE CURRICULUM**

These concepts and goals are a continuation of the guidance program at the elementary level. They are addressed and learned over the span of the middle school years in grades 6, 7 and 8.

Grades: 6-8
Unit Topic: Peer Relationships
NS: #1.C, #3.A,C

NS: Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Learn skills to build healthy peer relationships.</p> <p>Acquire skills needed at the middle school level to function effectively in groups.</p> <p>Recognize the relationship between peer expectations and behavior choices.</p> <p>Understand peer influence and peer pressure as well as demonstrate the ability to resist negative peer or group pressure.</p> <p>Recognize and define conflict and the various ways in which conflict can be resolved.</p>			<p>(U) Communication Arts</p> <p>Social Studies</p> <p>Science</p> <p>Mathematics</p> <p>World Language</p> <p>Quest/Health</p>

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Grades: 6-8
Unit Topic: Peer Relationships - continued
NS: #1.C, #3.A,C

NS:	Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
				(U) Science Music Visual Arts IA/TEK Physical Education M.A.P.

**FLORHAM PARK PUBLIC SCHOOLS
GUIDANCE CURRICULUM**

These concepts and goals are a continuation of the guidance program at the elementary level. They are addressed and learned over the span of the middle school years in grades 6, 7 and 8.

Grades: 6-8
Unit Topic: Problem Solving and Consequences of Choices
NS: #2.A.B, #3.B

NS: Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
<p>Learn and apply the steps for setting and attaining goals.</p> <p>Establish good conditions for studying and learning by employing time management techniques and organizational procedures.</p> <p>Utilize the decision-making process in resolving problems that interfere with learning.</p> <p>Demonstrate responsible behaviors that support personal, safety, well-being and compliance with the RMS Code of Conduct.</p>			<p>(U) Communication Arts</p> <p>Social Studies</p> <p>Science</p> <p>Mathematics</p> <p>World Language</p> <p>Quest/Health</p>

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These concepts and goals are a continuation of the guidance program at the elementary level. They are addressed and learned over the span of the middle school years in grades 6, 7 and 8.

Grades: 6-8
Unit Topic: Problem Solving and Consequences of Choices - continued
NS: #2.A.B, #3.B

NS: Concept	References and Resources	Assessment	Interdisciplinary Units (U)/Activities (A)
			Music Visual Arts Physical Education IA/TEK M.A.P.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	<p>Recognize that it is OK to experience and express a wide range of feelings.</p> <p>Be able to label feelings and recognize them in others.</p> <p>Learn appropriate and constructive ways of expressing feelings.</p>	<p>By the end of second grade, students will be able to identify how a classmate is feeling and will also exhibit caring behaviors.</p>	<p>The students will make an effort to express their feelings positively.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Recognize that it is OK to experience and express a wide range of feelings.</p> <p>Be able to label feelings and recognize them in others.</p> <p>Learn appropriate and constructive ways of expressing feelings.</p>	<p>By the end of fifth grade, students will be able to recognize the emotions they are experiencing.</p>	<p>The students will be able to recognize the need to talk to a friend or adult about their feelings.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
K & 2, 3-5	<p>Recognize unique abilities.</p> <p>Become aware of qualities, which would like to build upon, and those that would like to change.</p> <p>Develop a positive, realistic self-concept.</p> <p>Develop the understanding that one can make a mistake and still be a competent person.</p>	By the end of fifth grade, students will be able to identify unique personal characteristics.	The students will complete a self-discovery inventory and select an area for improvement.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2, 3-5	<p>Realize that feelings influence decisions and affect actions.</p> <p>Recognize that words and actions affect how others feel.</p> <p>Learn that feelings, goals and behaviors are interrelated.</p> <p>Develop strategies for coping with conflict, stress and emotions.</p>	By the end of fifth grade, students will be able to call upon a choice of strategies to help solve conflicts peacefully.	The students will be able to role-play acceptable strategies for dealing with conflict.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	Students will discover and incorporate study strategies consistent with their own learning style.	By the end of fifth grade, students will know which methods of study work best of them.	The students will demonstrate the ability to study for tests at home.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT**

Peer Relationships

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	Recognize how personal behavior affect group dynamics. Demonstrate the skills necessary to function effectively in groups. Demonstrate the ability to recognize and resist negative peer or group pressure.	By the end of second grade, students will have had a variety of group experiences to help them internalize effective group behavior.	The students will be able to solve minor problems while doing group work.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Recognize how personal behavior affect group dynamics.</p> <p>Demonstrate the skills necessary to function effectively in groups.</p> <p>Demonstrate the ability to recognize and resist negative peer or group pressure.</p>	By the end of fifth grade, students will demonstrate effective group behavior such as listening to others, agreeable solutions.	The students will participate in group experiences that run smoothly and effectively.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Grades
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	Understand what it means to be a friend. Learn methods for handling hurtful behavior. Recognize the benefits of being kind to others. Recognize individual rights.	By the end of second grade, students will demonstrate the ability to make and keep friends.	The students will be able to list important qualities that they look for in a friend.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	Understand what it means to be a friend. Learn methods for handling hurtful behavior. Recognize the benefits of being kind to others. Recognize individual rights.	By the end of fifth grade, students will demonstrate concern and respect for their classmates.	The students will be able to list important qualities that they look for in a friend.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choice**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	Students will be able to resolve problems that arise while working in groups.	By the end of fifth grade, students will be able to effectively communicate with others during group work.	The students will take part in and be effective as a group member in their scholastic studies.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choice**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2, 3-5	<p>Demonstrate responsible behaviors that support personal safety, well being and compliance with the Florham Park Code of Conduct as specified in the District handbook.</p> <p>Understand responsibility for own behavior.</p> <p>Be able to admit when wrong and make amends.</p> <p>Be able to apply critical thinking skills to analyze and evaluate potential solutions to interpersonal problems.</p> <p>Be able to predict the positive and negative effects of how conflicts are handled.</p>	By the end of fifth grade, students will have a strong understanding of their part in maintaining a safe school environment.	The students will practice school safety by living by the standards set by the Florham Park Board of Education.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choice - continued**

Grade Level	Goals	Benchmark	Benchmark Assessment
	<p>Be able to define the meaning of conflict.</p> <p>Be able to identify factors that influence personal decisions.</p> <p>Become aware of emotions and thoughts that impair ability or willingness to resolve conflicts peacefully.</p> <p>Be able to make choices, which lead to positive experiences.</p> <p>Learn to take others into consideration when making choices.</p> <p>Learn how insensitive behavior affects its victims.</p>		

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	<p>Assume personal responsibility for respecting differing opinions and working cooperatively with others.</p> <p>Appreciate that children have different strengths and weaknesses.</p>	<p>By the end of second grade, the students will be able to recognize how others can contribute to the learning experience.</p>	<p>The students will demonstrate a willingness to learn from their peers.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Assume personal responsibility for respecting differing opinions and working cooperatively with others.</p> <p>Appreciate that children have different strengths and weaknesses.</p>	By the end of fifth grade, the students will be able to consider and accept differing points of view.	The students will demonstrate the ability to learn from their peers.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	<p>Recognize the personal needs and worth of all human beings.</p> <p>Demonstrate appreciation and respect for differences in others.</p> <p>Recognize similarities with others.</p>	<p>By the end of second grade, the students will have an understanding that differences in people make them more interesting.</p>	<p>The students will form friendships with peers from different backgrounds.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Recognize the personal needs and worth of all human beings.</p> <p>Demonstrate appreciation and respect for differences in others.</p> <p>Recognize similarities with others.</p>	<p>By the end of fifth grade, the students will understand that even people who appear to be different from themselves, can in reality, have many similarities.</p>	<p>The students will maintain friendships with peers from backgrounds different from their own.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Communicate thoughts, feelings and needs in a positive manner.</p> <p>Demonstrate effective communication skills by actively listening and responding appropriately.</p> <p>Understand the importance of voice tone and body language.</p> <p>Be able to present information to classmates.</p>	<p>By the end of fifth grade, students will feel comfortable presenting information to their classmates and responding to the presentations of others.</p>	<p>The students will present information and ideas in various subjects throughout the year.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	<p>Be able to understand how others feel and communicate with sensitivity.</p> <p>Demonstrate how to communicate positively in a conflict situation.</p>	By the end of second grade, students will demonstrate the ability to help others.	When one student appears to be upset on the playground, others will show compassion by using techniques learned in class.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Be able to understand how others feel and communicate with sensitivity.</p> <p>Demonstrate how to communicate positively in a conflict situation.</p>	<p>By the end of fifth grade, students will possess the skills needed to peacefully work through conflicts.</p>	<p>The students will utilize skills learned in class to work through peer conflicts.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-2	<p>Develop an awareness of self as a worker in school and at home.</p> <p>Develop the understanding that people work for a living.</p>	By the end of second grade, students will understand that both children and adults have jobs that make them a functional part of society.	The students will be able to list the ways in which their jobs and the jobs of people in their community are necessary for families and communities.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-5	<p>Identify personal areas of interest.</p> <p>Recognize that skills, abilities, education, and interests are consideration in the choices of work roles.</p> <p>Develop the understanding that an individual's work choice and role are influenced by personal characteristics, such as abilities, feelings, attitudes, values, interests, likes, dislikes, and environmental factors.</p> <p>Realize that working provides satisfaction and rewards.</p>	By the end of fifth grade, students will understand how one's personal interests relate to one's career.	Students will understand how and why select people in our community have chosen their careers.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Recognize the relationship between goal setting and accomplishing work.</p> <p>Recognize the relevance of learning to one's future.</p> <p>Recognize the importance of good work habits.</p>	<p>By the end of fifth grade, students will recognize the importance of planning for their futures.</p>	<p>The students will be able to list the areas they need to focus on in their lives to achieve their future goals.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
3-5	<p>Develop an understanding of the variety and complexity of various careers.</p> <p>Gain practice collecting information in cooperative groups.</p> <p>Develop the understanding that an individual's effectiveness in work often is affected by one's ability to work cooperatively with others.</p>	By the end of fifth grade, students will have become acquainted with a variety of career opportunities.	The students will work in groups researching and presenting on different career choices.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Orientation to a New Environment**

Grade Level	Goals	Benchmark	Benchmark Assessment
K-5	<p>Become familiar with the guidance counselor.</p> <p>Develop an understanding of the role of the guidance counselor, services offered and knowing how and where to find the counselor.</p>	<p>At the beginning of each school year, the students will become familiar and comfortable with utilizing the guidance services offered in their building.</p>	<p>Students will refer themselves and others to the guidance counselor for assistance in personal, social and academic issues.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
6	<p>Recognize and appreciate one's individuality.</p> <p>Realize that feelings influence decisions and affect actions.</p> <p>Assess strengths and weaknesses working towards self improvement in at least one growth area.</p>	<p>By the end of sixth grade, students will be able to identify unique personal characteristics to include interests, skills and abilities.</p>	<p>The students will complete a self-discovery inventory and use the information to improve in at least one academic area.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>Recognize and appreciate individuality.</p> <p>Realize that feelings influence decisions and affect actions.</p> <p>Assess strengths and weaknesses working towards self-improvement in at least one growth area.</p>	<p>By the end of seventh grade, students will be able to work cooperatively in a group situation.</p>	<p>The students will be able to name and assume the various leadership roles evident in any cooperative setting.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
Grade 8	Acquire awareness and understanding of maturational changes during pre-adolescence and adolescence.	By the end of eighth grade, students will demonstrate an understanding of the developmental changes for adolescence.	The students will complete units of study in the Quest/ Health Skills for Adolescence Program on leading drug-free lives and developing their potential through healthy living.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Self-Understanding and Expression**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	<p>Understand how participation in educational programs and extracurricular activities can enhance educational and personal growth.</p> <p>Assess the need for change and make appropriate adaptations for high school.</p> <p>Develop an understanding that the learning process occurs throughout the life span of an individual.</p>	<p>By the end of the eighth grade, students will be aware of courses and credit requirements for graduation at the high school. Students will recognize their teacher's recommendations will be based on work ethic and study habits.</p>	<p>The students will view the high school course scheduling sheet and choose appropriate electives. Students will study the scheduling selections and adjust academic accomplishment for future career planning.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
6	<p>Acquire the unique skills needed at the middle school level to function effectively in groups.</p> <p>Learn skills to build healthy peer relationships.</p>	<p>By the end of sixth grade, students will understand various ways to interact with peers to improve and maintain healthy relationships.</p>	<p>The students will participate in lessons and role-play situations as part of the Quest/Health Skills for Adolescence Program. All students will understand the expectations set forth in the RMS Code of Behavior.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>Recognize the relationship between peer expectations and behavior choices.</p> <p>Understand peer influence and peer pressure, as well as demonstrate the ability to resist negative peer or group pressure.</p>	<p>By the end of seventh grade, students will understand the effects of positive and negative peer or group pressure on their behavior choices and be able to use a variety of strategies to resist peer pressure that is harmful.</p>	<p>The students will role play various social situations and demonstrate resistance to harmful peer pressure.</p> <p>Students will be able to define bias, prejudice and discrimination.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Peer Relationships**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	Recognize and define conflict and the various ways in which conflict can be resolved.	By the end of eighth grade, students will be able to utilize the steps in the problem-solving model for conflict resolution.	The students will use their planners to record assignments on a consistent basis. Students will evaluate personal performance and set academic goals for each marking period.

FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choices

Grade Level	Goals	Benchmark	Benchmark Assessment
6	<p>Learn and apply the steps for setting and attaining goals.</p> <p>Establish good conditions for studying and learning by employing time management techniques and organizational procedures.</p>	<p>By the end of sixth grade, students will understand and use various techniques to organize their study materials and apply time management strategies for completion of class work and homework.</p>	<p>The students will use their planners to record assignments on a consistent basis. Students will evaluate personal performance and set academic goals for each marking period.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choices**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>Utilize the decision-making process in resolving problems that interfere with learning.</p> <p>Demonstrate responsible behaviors that support personal safety, well-being and compliance with the RMS Code of Behavior.</p>	<p>By the end of seventh grade, students will be able to recognize and change problems that interfere with their academic progress. Students will be expected to value themselves and treat others with respect.</p>	<p>The students will identify the characteristics of a good citizen and join in public recognition of those who have such traits.</p> <p>Students will engage in self-evaluation of decisions and personal behaviors.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Problem Solving and Consequences of Choices**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	Students will apply critical thinking skills to analyze and evaluate potential solutions to interpersonal problems.	By the end of eighth grade, students will apply conflict resolutions strategies to every day situations involving interactions with peers.	Students will utilize the steps for conflict resolution and continually evaluate their behavior choices and decisions through discussions and written critiques.

FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others

Grade Level	Goals	Benchmark	Benchmark Assessment
6	Students will assume personal responsibility for respecting differing opinions and working cooperatively with others.	By the end of sixth grade, students will be able to express ideas and opinions constructively and fully participate in group situations.	The students will complete several curricular projects in social studies and/or science as a contributing group member.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>Students will examine bias, stereotyping and prejudice in today's society.</p> <p>Students will recognize discrimination and distinguish between personal involvement and apathy.</p>	<p>By the end of seventh grade, students will understand the differences between bias, stereotyping and prejudice and apply that knowledge while interacting with others.</p>	<p>The students will study a variety of social problems through a review of literature drawing conclusions about personal responsibility and actions.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Accepting Differences in Others**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	<p>The students will understand the democratic principles of justice, quality and freedom to build a community that values all individuals.</p> <p>The students will recognize aspects of their diversity while appreciating the similarities and differences that exist in humankind.</p>	<p>By the end of eighth grade, students will have a broad understanding of democratic principles and the value of personal freedom.</p>	<p>The students will complete a study of the Holocaust and celebrate their guaranteed freedoms under the U.S. Constitution.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills**

Grade Level	Goals	Benchmark	Benchmark Assessment
6	<p>The students will communicate thoughts, feelings and needs in a positive manner.</p> <p>The students will understand the importance of voice tone and body language.</p>	<p>By the end of sixth grade, students will feel comfortable expressing their feelings, thoughts and ideas in a public forum while their audience respectfully listens for understanding.</p>	<p>The students will present their ideas and thoughts in a variety of public speaking opportunities in the classroom.</p>

FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills

Grade Level	Goals	Benchmark	Benchmark Assessment
7	The students will exercise effective communication skills by actively listening and responding appropriately.	By the end of seventh grade, students will be able to present thoughts and ideas cohesively and coherently to their peers.	The students will apply the standards of the speaking rubric when presenting information to a group, class or gathering of people.

FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Communication Skills

Grade Level	Goals	Benchmark	Benchmark Assessment
8	<p>The students will practice and demonstrate actions and attitudes that promote effective interpersonal communication skills.</p> <p>The students will learn that certain behaviors inhibit communication and result in blocked messages and confusing ideas and feelings.</p>	By the end of eighth grade, students will employ a variety of skills to communicate with others effectively.	The students will understand the differences between “open” and “closed” communication strategies,

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
6	<p>The students will identify and examine interests in and out of school.</p> <p>The students will inventory personal interests, characteristics and skills relating those to certain career choices.</p>	<p>By the end of sixth grade, students will understand their personal skills and abilities should be used to evaluate career options and pursuits.</p>	<p>The students will complete an inventory of interests, skills and characteristics as part of the Advisory Program for heightened career awareness.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>The students will use critical thinking, decision-making skills and problem solving skills for career exploration.</p> <p>The students will use technology and other available resources for researching career and training opportunities.</p> <p>The students will use information, technology and other tools to understand that various work roles require certain skills, personal qualities and kinds of education and training.</p>	<p>By the end of seventh grade, students will have identified a variety of career opportunities that align with their interests and abilities.</p>	<p>The students will research various career choices to develop an understanding of the skills, education and training required to exercise those options.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Career Awareness and Exploration**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	<p>The students will critique their career exploration as influenced by abilities, interests and skills.</p> <p>The students will use information, technology and other tools to apply career research in developing a personal career plan.</p>	<p>By the end of eighth grade, students will have an understanding of the courses and electives they should select for future career development at the high school.</p>	<p>The students will be able to develop a career plan, which includes a resume of skills and activities, a completed freshman schedule of courses and electives, and participation in a mock job interview.</p>

FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Orientation to a New Environment

Grade Level	Goals	Benchmark	Benchmark Assessment
6-8	The students will have a successful transition to a new grade or a new school.	By the beginning of sixth grade and the end of eighth grade, students will participate in various activities to prepare them to fully understand and engage in their new environments.	The students will take part in various activities to prepare for a successful transition to middle or high school.

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Orientation to a New Environment**

Grade Level	Goals	Benchmark	Benchmark Assessment
7	<p>The students will develop a positive outlook regarding education enhancing their potential and productivity.</p> <p>The students will discover and incorporate study strategies consistent with their learning style.</p>	<p>By the end of seventh grade, students will develop and implement a study plan to enhance learning and increase achievement.</p>	<p>The students will examine personal study habits and work to change patterns that decrease their academic success.</p>

**FLORHAM PARK PUBLIC SCHOOLS
BENCHMARK AND ASSESSMENT
Orientation to a New Environment**

Grade Level	Goals	Benchmark	Benchmark Assessment
8	<p>The students will develop an understanding of work ethic standards to include task-oriented work, short-term and long-term goal setting, consistent attendance and organization of self and materials.</p> <p>The students will recognize the relationship between learning and personal effort.</p>	By the end of eighth grade, students will set personal and academic goals for their future.	The students will understand the academic expectations for placement in high school courses and college acceptance.

RESOURCES

The resources used by the Florham Park School District guidance counselors are many, varied and constantly changing as additional materials are discovered and ideas for lessons and activities are explored and developed. It is the counselor's task to keep abreast of issues and concerns effecting children. These can be addressed through classroom guidance lessons, small group presentations, individual counseling sessions, staff in-services, articles and materials for parents and general professional sharing. The needs and problems of children should always be handled in a timely manner. For this reason the resource materials used by the guidance counselors will continue to be updated.

QUEST International
Missouri Comprehensive Guidance
Careers for Kids
I am (Already) Successful
Coping for Kids
The Dynamics of Relationships
Nah! Nah! Nah!
Conflict Resolutions & Peer Mediation Guide (NJ State Bar Foundation)
Various books from the school library, public library and the guidance collection
A Kid's Guide to Handling Time
Skills for Adolescents
Teaching Essential Life Skills
MegaSkills
Homework Without Tears
Creative Conflict Resolution

Decision-Making Skills for Middle School
Stress Management and Me
Self-Management: Promoting Success in Middle School Students
Study Skills Workout
The Changing Years – My Choices and Decisions
The Changing Years – My Relationships with Others
Connecting Rainbows
Young Peacemakers Project
Opening the Door to Diversity
The REAL Game
Learning a Living: A Blueprint for High Performance
Valuing Diversity
Learning for Life
Kindness Awareness Character Building Curriculum
Do Something Kind and Justice Challenge
Various tapes dealing with topics such as Conflict Resolution, Decision Making, How to Study
Setting goals, handling Peer Pressure, etc.

