

GENERAL INFORMATION	
Course Number:	1400000
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Peer Counselling » SubSubject: General »
Course Title:	M/J Peer Counseling 1
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J PEER COUN 1
Course Length:	Year
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop awareness of self and others. Emphasis will be on acquisition of basic skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Peer Facilitating • Human Needs • Self Awareness and Expression • Peer Pressure • Peer and Family Relationships • Conflict Resolution • Goal Setting • Social Skills • Active Listening • Personal Choices • Healthy Lifestyles • Effects of Stress
Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-

	<p>level, complex tasks and assignments.</p> <p>4. Requiring students to support answers with evidence from the text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p>
RELATED BENCHMARKS:	
Scheme	Descriptor
LACC.7.RI.1	Key Ideas and Details
LACC.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.3	Integration of Knowledge and Ideas
LACC.7.RI.3.8	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.7.W.3	Research to Build and Present Knowledge
LACC.7.W.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.7.SL.2	Presentation of Knowledge and Ideas
LACC.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.

HE.6.P.2.4	Identify ways health messages and communication techniques can be targeted for different audiences.
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.2.3	Articulate the possible causes of conflict among youth in schools and communities.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.

GENERAL INFORMATION	
Course Number:	1400010
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 6 to 8 Education Courses » Subject: Peer Counseling » SubSubject: General »
Course Title:	M/J Peer Counseling 2
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	M/J Peer Counseling 2
Course Length:	Year
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to further develop awareness of self and others. Emphasis will be on acquisition of intermediate level skills for thoughtful planning, peer facilitation, effective communication and making healthy choices.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • Peer Facilitating • Behavioral Dynamics • Human Needs • Group Dynamics • Leadership Skills • Intra/Interpersonal Skills • Peer and Family Relationships • Conflict Resolution • School/Community Resources • Mediation • Effective Communication • Problem Solving
Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons.

	<p>3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.</p> <p>4. Requiring students to support answers with evidence from the text.</p> <p>5. Providing extensive text-based research and writing opportunities (claims and evidence).</p>
RELATED BENCHMARKS:	
Scheme	Descriptor
LACC.7.RI.1	Key Ideas and Details
LACC.7.RI.1.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
LACC.7.RI.3	Integration of Knowledge and Ideas
LACC.7.RI.3.8	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
LACC.68.WHST.3	Research to Build and Present Knowledge:
LACC.68.WHST.3.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following
LACC.7.SL.1	Comprehension and Collaboration
LACC.7.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LACC.7.SL	Presentation of Knowledge and Ideas
LACC.7.SL.2	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
LACC.68.WHST.2	Production and Distribution of Writing
LACC.68.WHST.2.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
HE.6.B.2.1	Determine strategies to improve effective verbal and nonverbal communication skills to enhance health.
HE.6.B.2.2	Practice refusal skills and negotiation skills to reduce health risks.
HE.6.B.2.3	Demonstrate effective conflict management and/or resolution strategies.
HE.6.B.3.2	Investigate circumstances that can help or hinder healthy decision-making.
HE.6.B.3.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
HE.6.C.1.1	Identify the effects of healthy and unhealthy behaviors on personal health.
HE.6.C.2.8	Determine how social norms may impact healthy and unhealthy behavior.
HE.6.P.1.1	Explain the importance of assuming responsibility for personal health

	behaviors.
HE.6.P.2.2	Practice how to influence and support others when making positive health choices.
HE.7.B.2.1	Use skills for communicating effectively with family, peers, and others to enhance health.
HE.7.B.2.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.
HE.7.B.2.4	Demonstrate how to ask for assistance to enhance the health of self and others.
HE.7.B.3.2	Compare circumstances that can help or hinder healthy decision-making.
HE.8.B.3.2	Explain circumstances that can help or hinder healthy decision-making.

GENERAL INFORMATION	
Course Number:	1400330
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Peer Counseling » SubSubject: General »
Course Title:	Peer Counseling 4
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	PEER COUN 4
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community. The content should include the following:</p> <ul style="list-style-type: none"> • Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings. • Demonstrate understanding of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate use of advanced facilitative communication skills (e.g., listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown). • Demonstrate understanding of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution. • Demonstrate knowledge of varied school and community resources (e.g., school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet). • Analyze feedback and previous assessments to identify current needs and issues within the school or community. • Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
	Descriptor
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.4	Evaluate how public health policies and government regulations can influence health promotion and disease prevention.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.B.1.2	Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.
HE.912.B.1.4	Justify when professional health services or providers may be required
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others.

HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
MACC.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
MACC.912.S-IC.2.6	Evaluate reports based on data.

GENERAL INFORMATION	
Course Number:	1400320
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Peer Counseling » SubSubject: General »
Course Title:	Peer Counseling 3
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	PEER COUN 3
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"> • Select and use appropriate, effective leadership and interpersonal skills and techniques in group settings. • Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate use of proficient facilitative communication skills (e.g., listening, feedback, nonverbal communication, nonjudgmental response, repairing communication breakdown). • Demonstrate understanding of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and use strategies specific to varied types of conflict to facilitate resolution. • Demonstrate knowledge of varied school and community resources (e.g., school counseling center, School Resource Officer, community mental health services, public health services, AIDS clinic, drug and alcohol intervention/prevention programs, rape crisis center, hotlines, Internet). • Assess needs and issues among individuals and groups of students within the school. • Work cooperatively to plan, implement, and evaluate effective student programs designed to address needs and issues identified through assessment.

Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
Scheme	Descriptor
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.2	Compare how peers influence healthy and unhealthy behaviors.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.4.2	Formulate a plan to attain a personal health goal that addresses

	strengths, needs, and risks.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
MACC.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
MACC.912.S-IC.2.6	Evaluate reports based on data.

GENERAL INFORMATION	
Course Number:	1400310
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Peer Counseling » SubSubject: General »
Course Title:	Peer Counseling 2
Course Section:	Grades PreK to 12 Education Courses
Abbreviated Title:	PEER COUN 2
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention). • Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family. • Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family. • Demonstrate use of intermediate-level facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). • Make inferences and justify conclusions from sample surveys, experiments, and observational studies
Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p>

	<ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
Scheme	Descriptor
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.1.3	Evaluate how environment and personal health are interrelated.
HE.912.C.2.1	Analyze how the family influences the health of individuals.
HE.912.C.2.3	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.7	Assess the consequences of health risk behaviors.
HE.912.B.1.4	Justify when professional health services or providers may be required.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.1	Determine the value of applying a thoughtful decision-making process in health-related situations.
LACC.910.SL.1	Comprehension and Collaboration
LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
MACC.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
MACC.912.S-IC.2.6	Evaluate reports based on data.

GENERAL INFORMATION	
Course Number:	1400300
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Peer Counseling » SubSubject: General »
Course Title:	Peer Counseling 1
Course Section:	Grades PreK to-12 Education Courses
Abbreviated Title:	PEER COUN 1
Number of Credits:	Half credit (.5)
Course Length:	Semester
Course Type:	Elective
Course Level:	2
Course Status:	State Board of Education Approval Pending
General Notes:	<p>The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.</p> <p>The content should include the following:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention). • Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others. • Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion. • Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response). • Identify own feelings and needs and communicate them in a positive way. • Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive). • Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement). • Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Special Notes:	<p>Instructional Practices</p> <p>Teaching from a well-written, grade-level textbook enhances students’ content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lesson 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
Scheme	Descriptor
HE.912.C.1.1	Predict how healthy behaviors can affect health status.
HE.912.C.1.2	Interpret the interrelationships of mental/emotional, intellectual, physical, and social health.
HE.912.C.2.6	Evaluate the impact of technology on personal, family, and community health.
HE.912.B.1.1	Verify the validity of health information, products, and services.
HE.912.B.2.1	Explain skills needed to communicate effectively with family, peers, and others to enhance health.
HE.912.B.2.2	Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.2.4	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.3.5	Appraise the potential short-term and long-term outcomes of each alternative on self and others
HE.912.B.3.6	Employ the healthiest choice when considering all factors in making a decision.
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family and community health.
LACC.910.SL.1	Comprehension and Collaboration

LACC.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
MACC.912.S-IC.2	Make inferences and justify conclusions from sample surveys, experiments, and observational studies
MACC.912.S-IC.2.6	Evaluate reports based on data.