

Our Lady Queen of Peace School

**Guidance Curriculum Grades K-5
Health Curriculum Grades 6-8
Counseling Center**

**Submitted by Jill Loken and Diane Sweeney
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Our Lady Queen of Peace School: Guidance and Counseling Center

Guidance Counselors: Jill Loken and Diane Sweeney

Guidance Counselor's Role: To deliver individual and small group counseling and large group Guidance and Health classes; to teach skill development in academic and social area; and to provide consultation and case management. The counselors are present to promote and support the learning process which includes the acquisition of skills, attitudes and knowledge to contribute to effective academic and social development. Students will learn skills to develop into contributing members of society.

Individual, Group, and Family Counseling

- One-on-One Talk Therapy
- Recess Rap Groups and Lunch Bunch Groups. Topics may include: Friendship Skills, Conflict Resolution, Self-Esteem, Cooperation, etc.
- Teacher Support
- Consultation with Parents
- Student Charts, Journals, and Contracts

Academic Support

- Monitoring of daily work
- Communication with parents and teachers
- Special needs referral to public schools
- Private Tutor Referral
- Revised curriculum
- Communication with outside resources
- High School Registration

Guidance Education: Grades K4-8

The Guidance Curricula primary mission is to help students develop skills to lead a healthy, productive life. Guidance education provides information to promote positive emotional development and to acquire behavioral skills that will improve their well being. The program is based on the teachings of the Catholic Church.

Standard A: Feelings

Students will identify and recognize different emotions and feelings.

Standard B: Values

Students will learn that they have their own values, opinions, and beliefs. They will recognize positive character traits.

Standard C: Self- esteem

Students will develop self awareness and acceptance of who they are. They will develop skills to have a positive self image.

Standard D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

Students will develop a sense of interconnectedness with others and recognize the positive effects of a community that promotes inclusiveness, fairness, and a celebration of differences.

Standard E: Communication Skills and Conflict Resolution

Students will demonstrate the ability to use interpersonal communication skills and conflict resolution strategies to enhance their ability to interact with others and solve problems peacefully.

Standard F: Decision Making and Responsibility

Students will demonstrate an ability to make responsible, informed decisions by considering personal priorities, assessing resources, examining options, and anticipating consequences.

Standard G: Goal Setting and Time Management

Students will develop strategies in order to work towards setting, fulfilling, and achieving short and long-term goals.

Standard H: Protective Behaviors

Students will acquire knowledge to recognize unsafe and unhealthy situations.

Throughout the Guidance program, a variety of learning experiences are utilized. Activities may be small group, individual, or whole group. Instructional strategies may include role plays, literature, class discussions, games, instructional videos, etc. Additionally, various subject areas are integrated into the Guidance curriculum such as language arts, social studies, science and health, and religion. Language arts is a frequent instructional tool utilized in the Guidance program. Students typically write or describe concepts presented in class. Specifically, language arts is incorporated in the fourth grade curriculum when students write a fable that teaches the moral value of honesty. Religion is incorporated into Guidance class at each grade level when discussing values and how to treat others with respect and compassion. Social Studies is integrated into the curriculum when discussing relationships, families, and the importance of contributing to the good of society. Lastly, science and health are combined into the Guidance curriculum when discussing protective health behaviors.

Grade Level Performance Standards: Four Year Old Kindergarten

Within our K4 Guidance curriculum, students will:

A: Feelings

A.K4.1: Discuss what feelings are.

A.K4.2: Identify basic feeling words such as happy, sad, angry, etc.

A.K4.3: Describe situations that cause certain feelings and what they can do to solve problems and feel better.

B: Values

B: K4.1: Describe how a person acts and what they say when they are being kind.

C: Self- esteem

C.K4.1: Discuss ways that they are unique.

C.K4.2: Tell about things they do well.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D. K4.1: Explain how we are different from one another.

D.K4.2: Recognize how to invite someone to play and how to play fair.

E: Communication Skills and Conflict Resolution

E. K4.1: Discuss that words are not for hurting.

E.K4.2: Identify people that can help them when they have a problem.

F: Decision Making and Responsibility

F.K4.1: Learn how to make a good choice and how it helps themselves and others.

G: Goal Setting and Time Management

G: K4:1: Identify how to sequence from the start to an end result.

H: Protective Behaviors

H: K4: 1: Identify adults they can ask for help.

H: K4:2: Practice how to say “no” and tell someone what has happened.

Grade Level Performance Standards: Kindergarten

Within our K5 Guidance curriculum, students will:

A: Feelings

A.K5.1: Discuss what feelings are.

A.K5.2: Identify basic feeling words such as happy, sad, angry, etc.

A.K5.3: Describe situations that cause certain feelings and what they can do to solve problems and feel better.

A.K5.4: Use “I feel” statements to help identify feelings.

B: Values

B: K5.1: Describe how a person acts and what they say when they are being kind.

B: K5.2: Identify bad actions and hurtful words.

C: Self- esteem

C.K5.1: Discuss ways that they are unique.

C.K5.2: Tell about things they do well.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D. K5.1: Explain how we are different from one another.

D.K5.2: Recognize how to invite someone to play and how to play fair.

D. K5.3: Identify different people in their lives and their roles.

D.K5.4: Define bullying and name ways to get help if someone is bullying them or someone else.

E: Communication Skills and Conflict Resolution

E. K5.1: Discuss that words are not for hurting.

E.K5.2: Identify people that can help them when they have a problem.

E.K5.3: Practice “I statements” that develop good communication skills.

F: Decision Making and Responsibility

F.K5.1: Learn how to make a good choice and how this helps themselves and others.

F: K5. 2: Discuss mistakes and how you can learn from them.

G: Goal Setting and Time Management

G: K5.1: Identify how to sequence from the start to an end result.

G: K5. 2: Learn ways to finish what you start.

H: Protective Behaviors

H: K5. 1: Identify adults you can ask for help.

H: K5.2: Practice how to say “no.”

H: K5.3: Learn how to tell someone what has happened.

Grade Level Performance Standards: First Grade
Within our First Grade Guidance curriculum, students will:

A: Feelings

A.1.1: Identify a variety of feeling words.

A.1.2: Recognize verbal and non verbal cues that are associated with different feelings.

A.1.3: Describe why situations may cause certain feelings.

A.1.4: Recognize ways to deal with various feelings (sad, happy).

A.1.5: Use “I feel” statements to tell how they are feeling to peers and adults.

B: Values

B.1.1: Learn that the good choices you make are important and show you are a good person.

B.1.2: Discuss why it is important to be honest.

C: Self- esteem

C.1.1: Identify things that they like about themselves.

C.1.2: Name things they can do well and why.

C.1.3: Recognize why it is important to say positive things about yourself.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D. 1.1: Name ways to make and keep friends.

D.1.2: Identify ways that people are different (culture, skin color, interests, etc.).

D.1.3: Cite examples of how to play well together.

D.1.3: Discuss why people may be a bully and what to do if they witness bullying or experience it themselves.

E: Communication Skills and Conflict Resolution

E.1.1: Continue to practice “I statements” to tell others how they feel and what they want to happen.

E.1.2: Discuss positive ways to solve conflicts.

E.1.3: Name people that can help them solve problems.

F: Decision Making and Responsibility

F.1.1: Distinguish between good and bad choices.

F.1.2: Identify potential consequences of decisions and choices.

F.1.3: Identify ways to be responsible at home and school.

G: Goal Setting and Time Management

G.1.1: Sequence a set of directions to achieve a goal.

G.1.2: Name short and long term goals that they have at home or at school.

G.1.3: Set a goal that they would like to achieve.

H: Protective Behaviors

H.1.1: Name situations where you may need to ask an adult for help.

H.1.2: Identify adults that can help you.

H.1.3: Respond to unsafe situations by saying “no” and getting help.

H.1.4: Name ways to make positive health choices (eat healthful foods, get exercise, talk about your feelings, etc.).

Grade Level Performance Standards: Second Grade
Within our Second Grade Guidance Curriculum students will:

A: Feelings

- A.2.1: Describe a variety of feeling words.
- A.2.2: Name verbal and non-verbal cues associated with feelings.
- A.2.3: Name situations that can cause certain feelings.
- A.2.4: Identify techniques to manage feelings.
- A.2.5: Identify friends and adults they can turn to for help.

B: Values

- B.2.1: Name words that describe a helpful and kind person (character traits).
- B.2.2: Give examples of how to make good choices in the following areas: caring, cooperation, fairness, forgiveness, honesty, respect, responsibility, and safety.

C: Self- esteem

- C.2.1: Name strengths, assets, and personal preferences.
- C.2.2: Describe how positive “self talk” helps you.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

- D.2.1: Name ways to make and keep friends.
- D.2.2: Rate themselves as friends and write about something they can try to be a better friend to others.
- D.2.3: Discuss how people can be different and ways to include others.
- D.2.4: Define bullying and ways to deal with bullying.

E: Communication Skills and Conflict Resolution

- E.2.1: Define conflict and learn a model to address conflict (stop and ask questions, tell how you feel, listen, brainstorm for solutions, compromise).
- E.2.2: Name peaceful ways for resolving conflicts.
- E.2.3: Practice developing “I-Statements” to solve scenarios involving conflict.
- E.2.4: Define words that help solve conflicts (ex. apologize, mediation, fighting fair, win-win, etc.).

F: Decision Making and Responsibility

- F.2.1: Distinguish between appropriate and inappropriate behaviors.
- F.2.2: Identify consequences of decisions and choices.
- F.2.3: Name ways to be responsible at home and school.

G: Goal Setting and Time Management

- G.2.1: Explain why it is important to set goals.
- G.2.2: Name short and long-term goals they may have at home or school.
- G.2.3: Sequence a plan to achieve a goal they have set for themselves.

H: Protective Behaviors

- H.2.1: Respond in appropriate ways to unsafe situations (say “No,” go, and tell someone they trust).
- H.2.2: Name safe adults and tell how he or she can talk to someone when they are not feeling safe.
- H.2.3: Discuss how the community helps to keep people safe.

Grade Level Performance Standards: Grade Three
Within our Third Grade Guidance Curriculum, students will:

A: Feelings

A.3.1: Name feeling words and how feelings help us know when we are involved in a conflict or trying to resolve a personal problem.

A.3.2: Identify ways to cope with various feelings.

A.3.3: Describe how we can have conflicting feelings in certain situations.

B: Values

B.3.1: Identify positive character traits.

B.3.2: Name ways to be empathetic to others and demonstrate positive character traits.

C: Self- esteem

C.3.1: Identify personal strengths and assets.

C.3.2: Name ways to build your self-esteem to feel better about yourself.

C.3.3: Describe how personal strengths and capabilities relate to their achievements.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D.3.1: Name ways to make and keep friends.

D.3.2: Identify people they are friends with and why.

D.3.3: Name ways they can be a better friend to others.

D.3.4: Define bullying, name ways to deal with bullies, and describe why bullies may act they way they do.

D.3.5: Name ways that people differ and how to include others.

E: Communication Skills and Conflict Resolution

E.3.1: Name ways to communicate (oral, written, non-verbally).

E.3.2: Discuss the importance of how we present ourselves to others in respectful ways.

E.3.3: Develop “I-statements” to utilize in situations involving conflict.

E.3.4: Role-play the use of “I-statements” and being an active listener (paraphrasing).

E.3.5: Use a problem solving model to address conflict.

F: Decision Making and Responsibility

F.3.1: Describe why it can be hard to make good choices.

F.3.2: Name ways to make informed decisions (ask adults for help, learn about consequences beforehand).

G: Goal Setting and Time Management

G.3.1: Name a goal they have set for themselves.

G.3.2: Sequence a goal from beginning to end.

G.3.3: Describe why it is important to keep track of assignments and make good choices involving schoolwork.

H: Protective Behaviors

H.3.1: Name situations where they may need to ask an adult for help.

H.3.2: Identify possible risky health situations at home, school, or in the community.

H.3.3: Respond in an appropriate manner when feeling uncomfortable or safe (say “No”, go for help, and tell someone they trust).

H.3.4: List people who help communities keep people safe and name places where health information is available.

Grade Level Performance Standards: Grade Four

Within the Fourth Grade Guidance Curriculum, students will:

A: Feelings

A.4.1: Name ways to cope with their feelings (ease angry or sad feelings).

A.4.2: Describe the importance of forgiving themselves and others.

B: Values

B.4.1: Learn what a character trait is and define what character traits they will work on building (caring, citizenship, cooperation, fairness, honesty, relationships, respect, responsibility, safety).

B.4.2: Explore three aspects of honesty: being truthful, genuine, and trustworthy.

B.4.3: Describe four ways to show others that they care: through thoughts, words, actions, and gifts.

C: Self- esteem

C.4.1: Assess what character traits they need or want to develop.

C.4.2: Define self-esteem.

C.4.3: Discuss ways to respect themselves and why positive self talk is important.

C.4.4: Describe ways they can be a good citizen in their home, community, and world.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D.4.1: Define relationships, explore the purpose of relationships, and discuss why it is important to have positive relationships with others.

D.4.2: Discuss tips for making and keeping friends.

D.4.3: Describe building blocks for strong relationships to make them stronger and more enjoyable.

D.4.4: Explore ways to show respect for themselves and others that may differ from them.

E: Communication Skills and Conflict Resolution

E.4.1: Define communication and describe ways in which people communicate.

E.4.2: Name ways to solve conflicts with others using a problem solving model to make good choices.

E.4.3: Describe ways to treat others fairly and describe how to respond if they feel they are being treated unfairly.

F: Decision Making and Responsibility

F.4.1: Name the cause and effect of actions that require a decision to be made.

F.4.2: Describe how to respect and be responsible for themselves, others, property, laws, beliefs, customs, nature, and all living things.

G: Goal Setting and Time Management

G.4.1: Cooperate and communicate in order to meet a group goal.

G.4.2: Describe ways to set goals and follow through using their words, thoughts, actions, choices, and organizational skills.

H: Protective Behaviors

H.4.1: Learn ways to be safe including: knowledge of safety rules and guidelines.

H.4.2: Describe what to do in an emergency (who to contact, talk to, etc.) and how to make good choices that promote health and safety.

Grade Level Performance Standards: Grade Five

Within the Fifth Grade Guidance Curriculum, students will:

A: Feelings

A. 5.1: Describe ways to communicate their feelings and behavior to others.

A.5.2: Name ways to deal with combined feelings and strong emotions.

B: Values

B.5.1: Name and define character traits.

B.5.2: Discuss ways to incorporate these traits in their lives.

C: Self- esteem

C.5.1: Define self-esteem and assess their present level of self-esteem.

C.5.2: Name ways to increase their self-esteem.

C.5.3: Describe ways to use positive self-talk and see examples.

D: Friendship Skills: Understanding Diversity, Inclusion, and Fairness

D.5.1: Name ways to build positive relationships with others.

D.5.2: Define bullying, discuss why people bully others, name ways to cope with bullying.

D.5.3: Describe differences that people may have and how to cope with others that differ from you.

D.5.4: Describe healthy and unhealthy friendships and what to do if feeling pressured by peers.

E: Communication Skills and Conflict Resolution

E.5.1: Define verbal and non-verbal communication. Name ways in which people communicate and how to communicate more effectively with others.

E.5.2: Define bullying, discuss why people bully others, and name ways to cope with bullying.

E.5.3: Learn and apply a model for conflict resolution.

F: Decision Making and Responsibility

F.5.1: Describe how to make good choices (how to consider various factors, weigh pros and cons, and assess the consequences of a decision).

F.5.2: Name ways to demonstrate responsibility related to the home, school, and community.

G: Goal Setting and Time Management

G.5.1: Identify qualities of successful people and think critically about traits of leadership and how individuals achieve goals they have set for themselves.

G.5.2: Recognize that time, effort, thoughtful action, and patience may be required to achieve personal successes.

H: Protective Behaviors

H.5.1: Learn about the risks associated with alcohol and/or drug use.

H.5.2: Develop and practice “I-statements” to utilize in unsafe situations.

Our Lady Queen of Peace School- Health Curriculum Grades 6-8

The Health curricula primary mission is to improve the physical, mental, social, and spiritual well being of students. Health education provides information which helps students make responsible choices. It is an educational program that helps students acquire knowledge and develop attitudes and behaviors that protect and improve well being. The program is based on the teachings of the Catholic Church.

Standard A: Psychology and Relationships

Students will be able to recognize feelings and to develop positive self-esteem. They will learn good communication and conflict resolution skills. They will learn that abstinence

from sexual activity before marriage is the only method of 100% preventing pregnancy, STD's, HIV, and is part of the teachings of the Catholic Church.

Standard B: Nutrition and Fitness

Students will recognize good nutritional choices by learning how to make informed decisions about their daily diet and develop an understanding of the benefits of exercise and staying fit.

Standard C: First Aid and Safety (Sixth and Seventh Grade Only)

Students will demonstrate a positive attitude towards personal safety, accepting responsibility for accident prevention, and learning about emergency care.

Standard D: Disease and Disorder

Students will comprehend an understanding of heredity while differentiating the fact that lifestyles play a major role in decreasing their physical health risks.

Standard E: Drugs, Alcohol, and Tobacco

Students will develop good decision-making skills, stress management, and coping skills to help them avoid the misuse of drugs.

Standard F: Personal Health (Sixth Grade Only)

Students will develop the attitude and skills essential to maintaining optimal physical health and learn how personal health care practices contribute to the proper functioning of body systems.

Standard G: Career Education (Eighth Grade Only)

Students will identify educational goals for career planning and work interests.

Standard H: Financial Literacy (Eighth Grade Only)

Students learn the difference between want and need.

Health is taught as a special subject for sixth, seventh, and eighth graders. The students attend class once a week for one semester. Some of the standards are integrated into other subject areas. For example, students are asked to do an art display demonstrating a safety or accident prevention concept, or another art project is to draw their understanding of the health triangle- balancing physical, mental/emotional, and social well-being. Math is integrated when they are making daily nutritional choices and counting calories. Language Arts is present when they are writing journal thoughts or reports showing their knowledge. When talking about relationships and making good choices, religion standards are integrated into the Health curriculum.

Grade Level Performance Standards: Sixth Grade

Within our sixth grade curriculum, students will:

A: Psychology and Relationships

A.6.1: Describe negative and positive peer pressure.

A.6.2: Identify types of family problems and where to turn to for help.

A.6.3: Explain the best way to communicate thoughts and feelings.

A.6.4: Use strategies for managing stress.

A.6.5: Describe strategies for resolving conflict.

A.6.6: Discuss protective behavior strategies and refusal skills.

B: Nutrition and Fitness

- B.6.1: Discuss why the body needs nutritious food and what influences their food choices.
- B.6.2: Identify and discuss resources that can help them make wise food choices.
- B.6.3: Promote the benefits of a healthy breakfast.
- B.6.4: Describe physical fitness and explain the difference between physical activity and exercise.
- B.6.5: Discuss how to prepare an activity plan.
- B.6.6: Recognize ways to increase their levels of fitness.

C: First Aid and Safety

- C.6.1: Identify the difference between natural risks and unnecessary risks.
- C.6.2: List safety rules to follow for pedestrians, car passengers, bicycle riders, and athletes.
- C.6.3: Know safety rules of the home.
- C.6.4: Discuss gun safety and causes of violence.
- C.6.5: Describe what to do in weather emergencies.
- C.6.6: List basic first-aid techniques.

D: Disease and Disorder

- D.6.1: Differentiate the difference between communicable and non-communicable disease.
- D.6.2: Discuss healthy behaviors that can help stop the spread of communicable diseases.
- D.6.3: List and discuss vaccines that can prevent diseases.
- D.6.4: Identify support groups for health related concerns.

E: Drugs, Alcohol, and Tobacco

- E.6.1: Distinguish between over-the-counter and prescription medicine.
- E.6.2: Discuss the differences between drug use and abuse.
- E.6.3: Describe what alcohol is and how affects the body.
- E.6.4: Identify illegal drugs and their side effects.
- E.6.5: Explain what physical and psychological addiction is.
- E.6.6: Learn ways to stay substance free.
- E.6.7: Identify harmful effects of tobacco smoke.

F: Personal Health

- F.6.1: Recognize ways to take care of their skin, hair, and nails.
- F.6.2: Identify good care of teeth and gums.
- F.6.3: Describe ways to protect and care for the eyes.

**Grade Level Performance Standards: Seventh Grade
Within our seventh grade curriculum, students will:**

A: Psychology and Relationships

- A.7.1: Recognize the signs of good mental health.
- A.7.2: Differentiate self-concept from self-esteem.
- A.7.3: Identify ways to meet their emotional needs in healthy ways.
- A.7.4: Recognize when a person is seriously depressed.
- A.7.5: Identify the five stages of grieving.
- A.7.6: Describe ways family members meet one another's needs.

A.7.7: List some of the responsibilities involved in being a parent.

A.7.8: Discuss friends and define cliques.

A.7.9: Identify the risks of negative peer pressure.

A.7.10: Discuss positive ways of managing anger.

A.7.11: Identify protective behavior strategies and refusal skills.

B: Nutrition and Fitness

B.7.1: Describe how to use the nutrition information on food labels.

B.7.2: Use the Food Pyramid to plan meals and snacks.

B.7.3: Discuss body composition and BMI.

B.7.4: Identify the three stages of an exercise program.

B.7.5: Explain how to set and achieve fitness goals.

C: First Aid and Safety

C.7.1: Recognize how to change the situation, the unsafe habit or unsafe action to break the accident chain.

C.7.2: Discuss hazardous weather and what to do if it strikes.

C.7.3: Explain how to recognize and evaluate common emergencies.

C.7.4: Outline basic steps to take in an emergency.

D: Disease and Disorder

D.7.1: Discuss the causes of communicable diseases and how they spread.

D.7.2: Describe the differences between natural and acquired immunity.

D.7.3: Identify some common non-communicable diseases and their causes.

D.7.4: Explain how lifestyle and environment can contribute to diseases.

D.7.5: Name some of the common causes of cancer and the warning signs.

D.7.6: Describe heart disease and ways of preventing it.

D.7.7: Recognize the different types of diabetes.

E: Drugs, Alcohol, and Tobacco

D.7.1 Identify various types of medicine.

D.7.2: Define narcotics, stimulants, and depressants.

D.7.3: Describe alternatives to using drugs and ways of avoiding use.

D.7.4: Explain the types of tobacco and the toxic substances in tobacco.

D.7.5: Examine reasons teens use tobacco and the toxic substances in tobacco.

D.7.6: Identify the special problems alcohol causes in teens.

D.7.7: Discuss the three stages of alcoholism.

D.7.8: Explain how the media influences our view of alcohol.

F: Personal Health (Sixth Grade Only)

G: Career Education (Eighth Grade Only)

Grade Level Performance Standards: Eighth Grade

Within our eighth grade curriculum, students will:

A: Psychology and Relationships

A.8.1: Name some important mental health problems and discuss their causes.

A.8.2: Identify the kinds of treatment that are available.

A.8.3: Discuss changes that affect families.

A.8.4: Discuss dating and the advantages of group dating.

- A.8.5: Identify the benefits and rewards of abstinence.
- A.8.6: Explain why some conflicts can become violent.
- A.8.7: Define abuse and describe the different forms of abuse that can occur.
- A.8.8: Identify where to go for help if they are abused.

B: Nutrition and Fitness

- B.8.1: List the six types of nutrients and explain how the body uses them.
- B.8.2: Discuss the need for water and fiber and what substances in food need to be limited.
- B.8.3: Describe muscle strength, endurance, and flexibility.
- B.8.4: Discuss the benefits of individual and team sports and ways to become physically fit to participate.
- B.8.5: Identify ways to minimize the risk of injury when participating in a sport.

C: First Aid and Safety (Sixth and Seventh Grade Only)

D: Disease and Disorder

- D.8.1: Identify organisms that cause communicable disease.
- B.8.2: Discuss practices that can protect them from diseases.
- B.8.3: Define the term sexually transmitted infections.
- B.8.4: Explain why abstinence is the best way to avoid getting and S.T.D.
- D.8.5: Discuss Aids and the research that is being done.
- D.8.6: Identify non-communicable diseases.
- D.8.7: Explain allergies and asthmas.
- D.8.8: Describe diabetes and arthritis.
- D.8.9: Summarize what happens during an allergic reaction.
- D.8.10: Cite examples on how different cancers are diagnosed and treated.
- D.8.11: Discuss ways to prevent and treat heart disease.

E: Drugs, Alcohol, and Tobacco

- E.8.1: Explain how medications affect the body.
- E.8.2: Discuss the effects of narcotics, stimulants, and depressants on the body.
- E.8.3: Cite places where people who abuse drugs can get help.
- E.8.4: Discuss the personal and social costs of tobacco dependency and addiction.
- E.8.5: Identify support groups that help the alcohol-dependent person.
- E.8.6: Discuss the effects of alcohol on a fetus.

F: Personal Health (Sixth Grade Only)

G: Career Education

- G.8.1: Identify different careers.
- G.8.2: List and discuss considerations when selecting a career.
- G.8.3: Recognize training need for a variety of careers.
- G.8.4: Explore a few careers comprehensively after taking the career inventory.

H: Financial Literacy

- H.8.1: Learn about how to earn money.
- H.8.2: Recognize the difference between needs and wants.
- H.8.3: Explore what diversifying your investments means.

Guidance and Health Classes- Resource materials

Guidance Classes- Grades K-5

Books:

Collection of Trade Books

Being Your Best, Lewis, Free Spirit Publishing 2000 (4th Grade)

Sticking Up For Yourself, Free Spirit Publishing 1999 (5th Grade)

Bullying in Schools: What You Need to Know, Townsend Press 2003 (5th Grade)

Videos:

Wonderful Me (K)

We Can Work It Out: Conflict Resolution (1)

Don't Call Me Names (1)

My Best Me: All About Self-Esteem (2)

Feeling Good About Me: Building Self-Esteem Through Responsibility (2)

Respect Yourself (3)

We're In, You're Out: Looking At Cliques (3)

All About Respect (4)

Silent on the Sidelines (5)

No Name Calling: Creating Safe Environments (5)

Health Classes: Grades 6-8

Books and Magazines:

Current Health 2- Weekly Reader (Monthly Publication)

Course 2: Teen Health, Glencoe 2005

Course 3- Teen Health, Glencoe 2003

Tobacco, Alcohol, and Other Drugs, Glencoe 2003

Job O- 2000 Career Education (8th Grade)

Financial Literacy for Teens

Teenagers Preparing for the Real World

Videos:

First Aid

Nutrition and Diet

Eating Disorders (7th Grade)

Lifestyle Diseases

Bullying, The Internet, and You

Exploring Careers (8th Grade)

What Would I Be Good At

The Truth About Tobacco

Website: <http://kidshealth.org/kid>