



Peer Counseling 2 (#1400310)

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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 >

Number of Credits: Half credit (.5)

Course Type: Elective Course

Course Status: Course Approved

Abbreviated Title: PEER COUN 2

Course Length: Semester (S)

Course Level: 2

GENERAL NOTES

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.

The content should include the following:

- Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and 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 (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

Special Notes:

Instructional Practices 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:

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).

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

Any field when certification reflects a bachelor or higher degree.

Course Standards

Name	Description
HE.912.B.4.1:	<p>Explain skills needed to communicate effectively with family, peers, and others to enhance health.</p> <p>Remarks/Examples: Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication.</p>
HE.912.B.4.2:	<p>Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>Remarks/Examples: Validate other's opinions, use direct statement, use active statement, and offer alternatives.</p>

	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
HE.912.B.4.3:	Remarks/Examples: Effective verbal and nonverbal communication, compromise, and conflict-resolution.
	Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.
HE.912.B.4.4:	Remarks/Examples: Verbal and written communication, active listening, and how to seek help for a friend.
	Determine the value of applying a thoughtful decision-making process in health-related situations.
HE.912.B.5.1:	Remarks/Examples: Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options.
	Examine barriers that can hinder healthy decision making.
HE.912.B.5.5:	Remarks/Examples: Interpersonal, financial, environmental factors, and accessibility of health information.
	Predict how healthy behaviors can affect health status.
HE.912.C.1.1:	Remarks/Examples: Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety.
	Interpret the significance of interrelationships in mental/emotional, physical, and social health.
HE.912.C.1.2:	Remarks/Examples: Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.
	Evaluate how environment and personal health are interrelated.
HE.912.C.1.3:	Remarks/Examples: Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.
	Analyze how the family influences the health of individuals.
HE.912.C.2.1:	Remarks/Examples: Nutritional management of meals, composition of and relationships within families, and health-insurance status.
	Assess how the school and community can affect personal health practice and behaviors.
HE.912.C.2.3:	Remarks/Examples: Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with...
MAFS.912.S-IC.2.6:	Evaluate reports based on data.

There are more than 77 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org/Public/PreviewCourse/Preview/13901>