

**SCHOOL GUIDANCE
CURRICULUM
K-12**

Adoption date: June 2000

Maranacook Area Schools
Union #42/CSD #10
Manchester, Mount Vernon, Readfield, and Wayne, Maine

CONTENT STANDARDS

Health Education

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| Health Concepts | K-8 |
| Health Information, Services, and Products | K-4 |
| Health Promotion and Risk Reduction | K-8 |
| Influences on Health | K-8 |
| Communication Skills | K-8 |
| Decision-Making and Goal Setting | K-8 |

Career Preparation

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| Preparing for the Future | K-12 |
| Education/Career Planning and Management | K-2; 9-12 |
| Integrated and Applied Learning | K-4 |
| Balancing Responsibilities | K-12 |

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STATE OF MAINE'S
Guiding Principles

Each Maine student will leave school as:

- A Clear and Effective Communicator
- A Self-Directed and Life-Long Learner
- A Creative and Practical Problem Solver
- A Responsible and Involved Citizen
- A Collaborative and Quality Worker
- An Integrative and Informed Thinker

Maine’s Common Core of Learning **Academic and Personal Skills**

Personal and Global Stewardship

Responsible citizenship requires awareness and a concern for oneself, others, and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation, and the world. It includes the knowledge and care of all dimensions of our selves as humans, an understanding of the group process, and a willingness to exercise the rights and responsibilities of citizenship. Stewardship also includes the study of current geography and foreign language and an appreciation of pluralism and human rights.

Communication

The ability of human beings to communicate through a variety of media with a high degree of specificity is one of our most remarkable achievements. In a rapidly-changing world, communications skills will become ever more essential to our students’ future success.

Reasoning and Problem Solving

Knowledge is power. We must help students want to gain knowledge, show them how to get it, and encourage them to use it to reach a new understanding or to create a new product. We must help students learn to reflect on their processes of learning, regardless of their field of study.

The Human Record

The study of the human record not only includes the actions and events of the past but also the constructs of human thought and creativity as they have evolved through time. The human record includes works of literature and the arts; scientific laws and theories; and concepts of government, economic systems, philosophy, and mathematics. In fact, much of what we now think of as “subject matter” in today’s curriculum belongs in this section.

Guidance Curriculum **Introductory Statement**

All students growing up in Maine face normal challenges of coping with everyday problems. Societal changes and expectations, values, and behavioral norms create additional challenges for both the students and the adults who are there to guide them.

Many of our students also face emotional, physical, social, and economic barriers that inhibit successful learning. The school counseling program is the foundation for overcoming these challenges and barriers.

The school counseling program begins with guaranteeing that all children receive the services of a credentialed or certified school counselor who delivers a school counseling program that is comprehensive in scope and developmental in nature. The purpose is to impart specific skills and learning opportunities through academic, career, and personal/social development experiences in a proactive and preventive manner for all students.

School counseling interventions substantially impact student academic and personal development. Specific interventions such as individual and small group counseling, classroom guidance, and consultation activities contribute directly to student success in the classroom. The school counseling program supports the school mission and enhances student learning and is an integral partner in the educational system.

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|---|--|---|--|-------------------|
| Content Standard: Health Concepts | | Grade/Course: Classroom Guidance/ Health Education Grades: Pre-K- 2 | | |
| Students will understand health promotion and disease prevention concepts. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| A-1 | <ul style="list-style-type: none"> Recognize multiple components of health. | <ul style="list-style-type: none"> An activity that includes physical, mental, emotional, social health with categories and pictures showing connections or flashcards Students make visuals showing components | <ul style="list-style-type: none"> Pictures from books or magazines | |

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|---|---|---|---|-------------------|
| Content Standard: Health Information, Services, and Products | | Grade/Course: Classroom Guidance/ Health Education Grades: Pre-K-2 | | |
| Students will know how to acquire valid information about health issues, services, and products. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| B-1 | <ul style="list-style-type: none"> Identify school and community health helpers. | <ul style="list-style-type: none"> Tour Give each student something that is found in the office of the health helper <ul style="list-style-type: none"> Counselor School nurse Custodian Teacher Link specific task to specific health care providers; example: doctor, dentist, nurse. | <ul style="list-style-type: none"> Objects from rooms Assistance from health helpers. | |

| Content Standard: Health Promotion and Risk Reduction | | Grade/Course: Classroom Guidance/ Health Education Grades: Pre-K-2 | | |
|---|---|--|--|-------------------|
| Students will understand how to reduce their health risks through the practice of healthy behaviors. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| C-1 | <ul style="list-style-type: none"> Differentiate between safe and harmful substances in home. | <ul style="list-style-type: none"> Brainstorm and discussion | <ul style="list-style-type: none"> Story -- <u>I Wish Daddy Didn't Drink So Much</u> -Judy Vigna Drug/Alcohol & Smoking Awareness Wellness Activities Poison Control | |
| C-5 | <ul style="list-style-type: none"> Apply coping strategies when they feel too excited, anxious, angry, and out of Control. | <ul style="list-style-type: none"> Strategies in stress management, ex. Count to ten, deep breathing, focus on 5 senses | <ul style="list-style-type: none"> Stories on stress and anger. <u>That Very Angry Day That Amy Didn't Have</u> - Laurence Shapiro | |

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|--|---|---|---|-------------------|
| Content Standard: Influences on Health | | Grade/Course: Classroom Guidance/Health Education Grades: Pre-K- 2 | | |
| Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| D-2 | <ul style="list-style-type: none"> Explain how information from school and family influences health. | <ul style="list-style-type: none"> Include in health game (A-1)with categories and pictures showing connections, or flashcards Discuss diversity of information within different families | <ul style="list-style-type: none"> Wellness activities; school nurse | |

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|---|---|---|---|-------------------|
| Content Standard: Communication Skills | | Grade/Course: Classroom Guidance/Health Education Grades: Pre-K-2 | | |
| Students will understand that skillful communication can contribute to better health for themselves, their families, and the community | | | | |
| Learning Results Code: | The student will be able to...(specific): | Suggested Instructional Strategies | Suggested Resources | Assessment |
| E-1 | <ul style="list-style-type: none"> Demonstrate healthy ways to express needs, wants, and feelings. | <ul style="list-style-type: none"> Puppets and role plays Voice tones and body language Passive, aggressive, assertive styles of communication | <ul style="list-style-type: none"> Story-<u>Sometimes I Like to Fight, But I Don't Do It Much Anymore</u> - Laurence Shapiro | |
| E-2 | <ul style="list-style-type: none"> Distinguish between verbal and non verbal communication. | <ul style="list-style-type: none"> Photographs Puppets and role plays-include diversity discussion Discussion about animals Body language discussions | <ul style="list-style-type: none"> Pictures of people, animals; different puppets | |

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| Content Standard: Decision-Making and Goal Setting | | Grade/Course: Classroom Guidance/Health Education Grades: Pre-K-2 | | |
| Students will learn how to set personal goals and make decisions that lead to better health. | | | | |
| Learning Results Code: | Student will be able to: to...(specific): | Suggested Instructional Strategies | Suggested Resources | Assessment |
| F-1 | <ul style="list-style-type: none"> Explain when assistance is needed in health-related decisions and setting health-related goals. | <ul style="list-style-type: none"> Integrate with goal-setting lesson (F-2) Web that includes goal, needs, steps and assistance needed | | |
| F-2 | <ul style="list-style-type: none"> Set a short term personal health goal. | <ul style="list-style-type: none"> Use webbing Integrate with goal-setting lesson (F-1) | | |

| Content Standard: Health Concepts | | Grade/Course: Classroom Guidance/Health Education Grades: 3-4 | | |
|---|--|--|---|-------------------|
| Students will understand health promotion and disease prevention concepts. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| A-2 | <ul style="list-style-type: none"> Identify indicators of physical, mental, emotional health during childhood. | <ul style="list-style-type: none"> Brainstorming Activity or game showing connection of all health components | <ul style="list-style-type: none"> Healthy pictures from magazines | |
| A-5 | <ul style="list-style-type: none"> Describe ways a healthy school and community environment influences personal health. | <ul style="list-style-type: none"> Draw pictures of healthy community, school environment after discussion of all health components(in A-2) | | |
| A-6 | <ul style="list-style-type: none"> Explain the difference between positive and negative responses to stress. | <ul style="list-style-type: none"> Brainstorm positive and negative ways people handle stress; game like Pictionary or acting out ways people handle stress Role play situations that cause stress (special events, tests, friends moving) showing for some it has a positive effect (motivating to study or practice) and for some, negative effects(physical symptoms) | | |

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|---|---|--|----------------------------|-------------------|
| Content Standard: Health Concepts | | Grade/Course: Classroom Guidance/Health Education Grades: 3-4 | | |
| Students will understand health promotion and disease prevention concepts. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| A-7 | <ul style="list-style-type: none"> Demonstrate essential understanding of basic health concepts. | <ul style="list-style-type: none"> Personal drawing, poem, song, puppet show, etc. about health (Also in A-2 & A-5) | | |

| Content Standard: Health Information, Services, and Products | | Grade/Course: Classroom Guidance/Health Education | | |
|---|---|--|---|-------------------|
| | | Grades: 3-4 | | |
| Students will know how to acquire valid information about health issues, services, and products. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| B-2 | <ul style="list-style-type: none"> Demonstrate ways to locate school and community health helpers. | <ul style="list-style-type: none"> Include community health helpers in drawings of healthy community, school environment (A-5) Play game like Pictionary, drawing people who can help in our community | <ul style="list-style-type: none"> Telephone book Self-help page of newspaper | |
| B-3 | <ul style="list-style-type: none"> Identify community agencies that advocate healthy individuals, families, and communities. | <ul style="list-style-type: none"> Include health helper visitors for Career Day | <ul style="list-style-type: none"> Career Day | |

| Content Standard: Health Promotion and Risk Reduction | | Grade/Course: Classroom Guidance/ Health Education Grades: 3-4 | | |
|---|--|--|--|-------------------|
| Students will understand how to reduce their health risks through the practice of healthy behaviors. | | | | |
| Learning Results Code: | The student will be able To...(specific): | Suggested Instructional Strategies | Suggested Resources | Assessment |
| C-1 | <ul style="list-style-type: none"> Compare behaviors that are safe to those that are risky or harmful. | <ul style="list-style-type: none"> Refusal skills Drug/alcohol awareness and personal body safety discussion | <ul style="list-style-type: none"> <u>Something's Wrong at My House</u>-Diane Davis <u>My Body is Private</u> - Linda Gerard | |
| C-2 | <ul style="list-style-type: none"> Developing injury prevention and safety strategies for personal health. | <ul style="list-style-type: none"> Refusal skills Asking for help Conflict resolution skills | <ul style="list-style-type: none"> School Health Injury Prevention Wellness Team School nurse | |
| C-4 | <ul style="list-style-type: none"> Demonstrate healthful and safe way to deal with or avoid threatening and stressful situations. | <ul style="list-style-type: none"> (with C-1) Drug/Alcohol Awareness and personal body safety discussion Communication and listening skills; refusal skills; conflict resolution skills, seeking support; harassment discussion | <ul style="list-style-type: none"> The Secret of the Peaceful Warrior- Dan Millman | |

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|--|---|---|---|-------------------|
| Content Standard: Influences on Health | | Grade/Course: Classroom Guidance/Health Education Grades: 3-4 | | |
| Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| D-1 | <ul style="list-style-type: none"> Evaluate the influences of culture on health. | <ul style="list-style-type: none"> Gender specific stereo types; ex., Boys don't show feelings. Girls need to be thin Physical beauty; competition vs. cooperation; media influences | <ul style="list-style-type: none"> Magazine ads; TV ads. | |
| D-4 | <ul style="list-style-type: none"> Describe ways to be a responsible friend and family member. | <ul style="list-style-type: none"> Sibling rivalry unit; conflict resolution skills Drawing responsible irresponsible behavior after brainstorming Discuss merits of diversity | <ul style="list-style-type: none"> Story - <u>Surviving Fights with your Brother and Sister</u> - Joy Wilt | |

| Content Standard: Communication Skills | | Grade/Course: Classroom Guidance/Health Education Grades: 3-4 | | |
|--|---|---|---|-------------------|
| Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| E-1 | <ul style="list-style-type: none"> Use appropriate communication and listening skills to enhance health. | <ul style="list-style-type: none"> (with C-4) Skills in communication, listening, refusal, conflict resolution, seeking support Harassment discussion Role plays - puppet interaction | | |
| E-2 | <ul style="list-style-type: none"> Differentiate between negative and positive ways to deal with conflict. | <ul style="list-style-type: none"> (with E-1 & E-3) Conflict resolution skills Role play with puppets | | |
| E-3 | <ul style="list-style-type: none"> Demonstrate non-violent strategies to resolve conflicts. | <ul style="list-style-type: none"> Conflict resolution skills- role plays, puppets | <ul style="list-style-type: none"> <u>Secret of the Peaceful Warrior</u> - Dan Millman | |

| Content Standard: Decision-Making and Goal Setting | | Grade/Course: Classroom Guidance/Health Education Grades: 3-4 | | |
|---|---|---|--|-------------------|
| Students will learn how to set personal goals and make decisions that lead to better health. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| F-1 | <ul style="list-style-type: none"> Demonstrate the ability to apply decision-making process to health issues and problems. | <ul style="list-style-type: none"> With refusal skills and conflict resolution skills; Also with C-1,C-2,C-3 | <ul style="list-style-type: none"> <u>I Had Trouble Getting to Solla Sellew</u> - Dr. Seuss | |
| F-2 | <ul style="list-style-type: none"> Predict the results of positive health decisions. | <ul style="list-style-type: none"> Drawing or game - What Might Happen If... Include how decision would fit into components of health (A-2) (ex., choose to join a sports team.) | | |

| Content Standard: Health Concepts | | Grade/Course: Classroom Guidance/Health Education Grades: 5-8 | | |
|---|---|---|----------------------------|-------------------|
| Students will understand health promotion and disease prevention concepts. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| A-1 | <ul style="list-style-type: none"> Explain the relationship between healthy behaviors and the prevention of injury, illness and disease. | <ul style="list-style-type: none"> As it relates to stress management skills (with C-6) include relaxation techniques Integrate with classroom instruction | | |
| A-2 | <ul style="list-style-type: none"> Describe the relationship among physical, mental, emotional, social health. | <ul style="list-style-type: none"> As it relates to stress management skills(with A-1) include relaxation techniques Integrate with classroom instruction | | |
| A-3 | <ul style="list-style-type: none"> Analyze the effects that risky behaviors have on personal health. | <ul style="list-style-type: none"> (With F-3) Discussion or role plays on health decision-making and consequences. Also role plays for conflict management skills and refusal skills Integrate with classroom instruction | | |

| Content Standard: Health Promotion and Risk Reduction | | Grade/Course: Classroom Guidance/Health Education Grades: 5-8 | | |
|---|--|--|--|-------------------|
| Students will understand how to reduce their health risks through the practice of healthy behaviors. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| C-1 | <ul style="list-style-type: none"> Explain the importance of assuming responsibility for personal health. | <ul style="list-style-type: none"> As it relates to stress management skills include relaxation techniques | <ul style="list-style-type: none"> 5th grade health fair Also 7th grade health class, individual or group counseling | |
| C-2 | <ul style="list-style-type: none"> Analyze a personal health assessment to determine health strengths and risks. | <ul style="list-style-type: none"> Personal health survey | <ul style="list-style-type: none"> To be completed at 5th grade health fair; also 7th grade health curriculum | |
| C-3 | <ul style="list-style-type: none"> Develop strategies to improve or maintain personal and family health. | <ul style="list-style-type: none"> Goals and objectives sheet | <ul style="list-style-type: none"> Goals and objectives from 5th grade health fair checklist Family | |
| C-5 | <ul style="list-style-type: none"> Demonstrate ways to avoid or change situations that threaten personal safety, including first aid. | <ul style="list-style-type: none"> Refusal Skills; decision-making Skills; conflict management skills; stress management Discussion of physical, emotional, sexual abuse | <ul style="list-style-type: none"> Also 7th grade health curriculum | |

| Content Standard: Health Promotion and Risk Reduction | | Grade/Course: Classroom Guidance/Health Education | | |
|---|---|---|---|-------------------|
| | | Grades: 5-8 | | |
| Students will understand how to reduce their health risks through the practice of healthy behaviors. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| C-6 | <ul style="list-style-type: none"> Distinguish between healthy and unhealthy stress management techniques. | <ul style="list-style-type: none"> Stress management skills include relaxation techniques Brainstorm healthy and unhealthy ways people attempt to manage stress (ex., running, writing, working out, reading, listening to music and drinking alcohol, over-working, over-eating) | <ul style="list-style-type: none"> Opportunities at 5th grade health fair Also 6th and 7th grade health curriculum | |

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|--|---|--|---|-------------------|
| Content Standard: Influences on Health | | Grade/Course: Classroom Guidance/Health Education Grades: 5-8 | | |
| Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| D-4 | <ul style="list-style-type: none"> Describe how school, family, peers influence the health of adolescents. | <ul style="list-style-type: none"> Decision-making skills; refusal skills and peer pressure; stress management; values unit | <ul style="list-style-type: none"> Also puberty curriculum Also adolescent literature | |

| Content Standard: Communication Skills | | Grade/Course: Classroom Guidance/Health Education Grades: 5-8 | | |
|--|---|---|---|-------------------|
| Students will understand that skillful communication can contribute to better health for themselves, their families, and the community. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| E-1 | <ul style="list-style-type: none"> Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships. | <ul style="list-style-type: none"> Role plays for communication and conflict management skills Positive peer pressure discussion Integrate with classroom health instruction | | |
| E-2 | <ul style="list-style-type: none"> Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure. | <ul style="list-style-type: none"> Role plays for communication and conflict management skills; refusal skills Integrate with classroom health instruction | <ul style="list-style-type: none"> Classroom adolescent literature Puberty curriculum | |
| E-3 | <ul style="list-style-type: none"> Demonstrate conflict resolution strategies. | <ul style="list-style-type: none"> Conflict Styles <ul style="list-style-type: none"> Passive Aggressive Assertive Role play skills Select newspaper story about a conflict involving violence and Discuss issues on all sides | | |

| Content Standard: Decision-making and Goal Setting | | Grade/Course: Classroom Guidance/Health Education Grades: 5-8 | | |
|---|---|--|---|-------------------|
| Students will learn how to set personal goals and make decisions that lead to better health. | | | | |
| Learning Results Code: | Students will be able to: | Suggested Instructional Strategies | Suggested Resources | Assessment |
| F-2 | <ul style="list-style-type: none"> Analyze how health-related decisions are influenced by individuals, families and community values. | <ul style="list-style-type: none"> Values activities Discussion on how teenage smoking is positively and negatively influenced by friends, role models and community norms Integrate with classroom instruction | <ul style="list-style-type: none"> Puberty curriculum. Guest speaker, example, cancer survivor American Lung Association | |
| F-3 | <ul style="list-style-type: none"> Explain how decision regarding health behaviors have consequences for them and others. | <ul style="list-style-type: none"> Discussion on role plays in health, decision-making and consequences Also role plays for conflict management skills and refusal skills | <ul style="list-style-type: none"> To be completed at 5th grade health fair; also 7th grade health curriculum | |
| F-5 | <ul style="list-style-type: none"> Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks. | <ul style="list-style-type: none"> Health goals sheet Health objective sheet (C-3) Personal health survey (C-2) | | |

Please note: Many requirements in Health Education will be met in health classes in grade 7.

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| Content Standard: Health Concepts; Health Information, Services & Products; Health Promotion and Risk Reduction; Influences on Health; Communication Skills; Decision-Making and Goal Setting | Grade/Course: Classroom Guidance/Health Education Grades: 9-12 |
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All requirements for Health Education will be met in health classes in grade 10.