

Wyoming Department of Education Required Virtual Education Course Syllabus

Park County School District # 1

Program Name	Park #1 Online	Content Area	Vocational Education
Course ID	OL5910	Grade Level	9th-12th
Course Name	FVS Peer Counseling 2	# of Credits	0.5
SCED Code	19260G0.5011	Curriculum Type	Vocational Education

COURSE DESCRIPTION

Semester-long course purchased through Florida Virtual and used for our district students. Peer counselors help individuals reach their goals by offering them support, encouragement, and resource information. This course explains the role of a peer counselor, teaches the observation, listening, and emphatic communication skills that counselors need, and provides basic training in conflict resolution, and group leadership.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1 CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4	<p>Career Development and Readiness</p> <ul style="list-style-type: none"> • College and career-ready students evaluate current knowledge and interests in order to set career goals. • College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts. • College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience. • College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	<p>Communication and Collaboration--Students develop the skills necessary to effectively lead, collaborate, and communicate.</p> <ul style="list-style-type: none"> • College and career-ready students communicate clearly, effectively, and with reason. • College and career-ready students identify and model integrity, ethical leadership and effective management skills. • College and career-ready students work productively in teams while using cultural global competence. • College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3 CV12.3.1 CV12.3.2 CV12.3.3 CV12.3.4	<p>Critical Thinking and Problem Solving--Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate technology, tools, and resources.</p> <ul style="list-style-type: none"> • College and career-ready students identify and define authentic problems and significant questions for investigation. • College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues. • College and career-ready students employ valid and reliable research strategies and apply prior knowledge to solve a problem or complete a project. • College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4 CV12.4.1 CV12.4.2 CV12.4.3 CV12.4.4	<p>Technical Literacy--Students effectively read, evaluate, write, and communicate technical information.</p> <ul style="list-style-type: none"> • College and career-ready students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • College and career-ready students determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in technical context. • College and career-ready students acquire, manipulate, analyze, diagnose, and/or report information, using the appropriate technology. • College and career-ready students precisely follow a complex multistep procedure when performing technical tasks.
CV12.5 CV12.5.1 CV12.5.2 CV12.5.3 CV12.5.4	<p>Technical Proficiency and Productivity--Students safely, ethically, and productively use existing and new technologies and systems.</p> <ul style="list-style-type: none"> • College and career-ready students manage resources to develop, analyze, and implement systems and applications. • College and career-ready students productively complete tasks taking constraints, priorities and resources into account. • College and career-ready students safely and ethically use current industry -standard tools and emerging technologies. • College and career-ready students utilize technology to develop innovative solutions or products.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Turbo Growth		
Communication	CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How do English language learners communicate for social and instructional purposes within the school setting?
Barriers	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	What barriers hinder healthy decision making?
Collaborative Discussions	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How do you have effective collaborative discussions?
Super You		
Healthy Behaviors	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you predict how healthy behaviors can affect health status?
School and Community	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you assess how the school and community can affect personal health practice and behaviors?
Evaluate Reports	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How do you evaluate reports based on data?
Three Me to We		
Strategies to Prevent, Manage or Resolve Interpersonal Conflicts	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How can you demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others?
Decision Making Process	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How do you determine the value of applying a thoughtful decision-making process in health-related situations?
Interrelationships in Mental/Emotional, Physical, and Social Health	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	How can you interpret the significance of interrelationships in mental/emotional, physical, and social health?
Environment and Personal Health	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you evaluate how environment and personal health are interrelated?
Family Influences on the Health of Individuals	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you analyze how the family influences the health of individuals?
Super Friend		
Communicating with Family, Peers, and Others	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you explain skills needed to communicate effectively with family, peers, and others to enhance health?
Refusal, Negotiation, and Collaboration Skills	CV12.1.1 CV12.1.2 CV12.1.3 CV12.1.4 CV12.2.1 CV12.2.2 CV12.2.3 CV12.2.4	Can you assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks?

Ways to Ask For and Offer Assistance	CV12.1.1 CV12.1.3 CV12.2.1 CV12.2.3	CV12.1.2 CV12.1.4 CV12.2.2 CV12.2.4	Can you analyze the validity of ways to ask for and offer assistance to enhance the health of self and others?
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