

## **Sixth, Seventh, Eighth Grade Guidance and Career Education Curriculum**

- peer pressure and bullying
- alcohol and drug awareness
- career investigation and planning\*

\*Note: 8<sup>th</sup> grade students should complete all of Outcome 4 before HS pre-enrollment

### **1. Students will understand and respect self and others as well as demonstrate the skills necessary to deal with peer pressure. Students will...**

- 1.1 Recognize feelings and how to constructively handle emotions. (KS 1.1.1.3)
- 1.2 Exhibit positive self-control (KS 1.1.1.5)
- 1.3 Demonstrate appreciation and respect for diversity (KS 1.1.2.5)
- 1.4 Identify the influence of peer pressure on decision-making (KS 1.2.1.5)
- 1.5 Demonstrate appropriate strategies to cope with peer pressure, solve problems, manage stress and anger, and resolve conflicts. (KS 1.3.1.7)

### **2. Students will demonstrate attitudes and behaviors that discourage bullying and harrassment. (KS 1.3.1.5) Students will...**

- 2.1 Define bullying
  - Define the word bullying
  - Know that bullying involves an imbalance of power and repeated negative behavior
- 2.2 Identify bullying behavior
  - Describe what a person does when they bully
  - Describe how bullies unfairly use physical, emotional, and social power
  - Identify where in the school bullying behavior is happening
  - Describe how bullies hurt someone's body or things, feelings, and relationships
  - Describe the difference between bullying and peer conflict
- 2.3 Identify reasons for bullying
  - Identify reasons why children bully
  - Identify reasons why they bullied, if they have been a bully
  - Identify myths about bullying
  - Identify the characteristics common to students who bully and are being bullied
- 2.4 Describe the consequences of bullying
  - Identify what happens to students who bully others
  - Identify what happens to students who are bullied
  - Describe how bullying affects their school
  - Describe the schoolwide consequences for engaging in bullying
  - Know that bullying won't be tolerated at school and will bring swift consequences
- 2.5 Practice dealing with feelings
  - Feel more empathy for students who are bullied
  - Identify the feelings of students who are being bullied
  - Identify the feelings of students who witness bullying
- 2.6 Respond to bullying
  - Know that those who are being bullied need their help
  - Describe several assertive, nonviolent ways to respond to bullying
  - Practice using a variety of assertive techniques in responding to a bully
- 2.7 Report bullying
  - Explain the difference between ratting and reporting
  - Know that to get help with bullying, they need to tall an adult they trust
  - Know that adults in their school are willing to help put an end to bullying
  - Describe their school's procedure for reporting bullying (review school policy)
  - Practice using the school's procedures for reporting bullying

(Parentheses notations after each indicator refer to **Kansas Curricular Standards for School Counseling**. The first number in parentheses refers to one of the three areas of school counseling: 1 = Personal & Social Development, 2 = Academic Development, 3 = Career Development. The remaining numbers refer to Standard, Benchmark, and Indicator level.)

**3. Students will identify the impact of drug and alcohol abuse, nutritional habits, and personal choices on quality of life. (KS 1.3.1.6) Students will...**

- 3.1 Recognize feelings and how to constructively handle emotions
- 3.2 Identify the impact of drug and alcohol abuse on quality of life
- 3.3 Identify the impact of nutritional habits on quality of life
- 3.4 Identify the impact of personal choices on quality of life

**4. Students will demonstrate academic success and use an online career database (such as Kansas Career Pipeline) for career planning and to explore occupations. (KS 3.2.1.1)**

*note: The responsibility for teaching Career Pipeline is determined by the building principal each school year for grades 6, 7, and 8 when developing yearly schedules.*

- 4.1 Explain how attitude and behavior affect academic achievement. (KS 2.1.1.1)
- 4.2 Learn about “the kind of work people do” by examining each of the six career fields, finding sample occupations, and watching career videos/DVDs.  
Instructional example: KS Career Pipeline – 6<sup>th</sup> graders access career information by clicking on “The kind of work people do.”
- 4.3 Identify their personal learning styles, personal interests, and abilities (KS 2.1.2.4, 3.1.1.1, 3.2.1.2)  
Instructional example: KS Career Pipeline – 7<sup>th</sup> graders should view results from their assessments
- 4.4 Explore a variety of traditional and nontraditional occupations; career choices and career clusters (KS 3.1.1.3, 3.2.1.6)  
Instructional example: KS Career Pipeline – 7<sup>th</sup> and 8<sup>th</sup> graders explore occupations
- 4.5 Recognize the value of all occupations and that all occupations are available regardless of diversity, e.g., gender, ethnicity (KS 3.1.1.4, 3.1.1.5)
- 4.6 Identify secondary and post-secondary opportunities (KS 3.2.1.3)  
Instructional example: KS Career Pipeline – 7<sup>th</sup> graders should view educational and career planning timeline
- 4.7 Explore academic options (KS 2.2.1.2)
- 4.8 Identify the education and training needed to achieve career goals (KS 3.3.1.2)  
Instructional example: KS Career Pipeline – 8<sup>th</sup> graders should explore options after high school
- 4.9 Develop and implement an educational career plan that effectively prepares them for the changing workplace (KS 2.2.1.4, 3.2.2.2)  
Instructional example: KS Career Pipeline – 8<sup>th</sup> graders should map out their future education
- 4.10 Recognize the relationship of responsibility, dependability, punctuality, and integrity to success in the world of work (KS 3.3.1.5)
- 4.11 Prepare for the transition to high school (KS 2.3.1.3)  
Instructional example: KS Career Pipeline – 8<sup>th</sup> graders have completed Career Portfolio ready to view and to use at HS

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