



Park Hill School District

Building Successful Futures • Each Student • Every Day

12th Grade Counseling Curriculum

Course Description: The twelfth grade school counseling core curriculum is designed around the personal and professional goals of students. The units focus on aspects of the plans used for these goals: Individual Career and Academic Plan (ICAP) for professional goals and the Self-care Plan for personal goals. By learning skills and knowledge related to students' social-emotional well-being, career development, and academic identity, seniors will implement their ICAP and Self-care Plan as they enter life after high school.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Social-Emotional	Topic 1: Self-Care
Fall Semester	Career Development	Topic 1: Postsecondary Planning Topic 2: Employability Skills
Ongoing	Academic Identity	Topic 1: College and Career Ready

Unit 1: Social-Emotional

Subject: High School Counseling

Grade: 12

Name of Unit: Social-Emotional

Length of Unit: Ongoing

Overview of Unit: This unit will serve as a capstone to the knowledge and skills students have gained to this point about self-care. By combining what they have learned about coping skills, time management, healthy living, decision-making skills, mindfulness strategies, and healthy life choices, students will adapt their Self-care Plan to their postsecondary goals.

Priority Standards for unit:

- SE.1.B.12 Exhibit the ability to balance personal, family, school, community, and work roles.
- SE.3.C.12 Exhibit coping skills to manage life-changing events.

Supporting Standards for unit:

- SE.1.A.12 Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
- SE.2.A.12 Exhibit the interpersonal skills to maintain quality relationships.
- SE.3.A.12 Utilize decision-making skills to make safe and healthy life choices.
- SE.2.B.12 Advocate respect for individuals and groups.
- SE.3.B.12 Advocate for the personal safety of self and others.
- SE.2.C.12 Utilize and accept personal responsibility in relationships with others.
- SE.1.C.12 Exhibit the personal characteristics of a contributing member of a diverse community.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The ability to balance personal, family, school, community, and work roles	Exhibit	Apply	Level 2
Coping skills to manage life-changing events	Exhibit	Apply	Level 2

Essential Questions:

1. What are coping skills and why are they important?
2. How is a positive self-concept developed?
3. How do I develop a Self-Care Plan to successfully transition to life after high school?

Enduring Understanding/Big Ideas:

1. Examples of coping skills include self-calming/mindfulness techniques, resilience strategies, problem-solving methods, conflict resolution approaches. These skills are valuable because conflict and problems are inevitable regardless of students' life goals and responding to them in productive ways will equip them to face life's challenges in a healthy manner.
2. Learning about one's strengths and contributions to others and society in general reinforces the notion that all people have value. Combining this information with healthy boundaries, the utility of effort and risk-taking, and constructive relationships will produce a positive self-concept.
3. Self-care Plans are developed using knowledge of one's interests, skills, and strengths, along with hobbies and other leisure activities. This information is used to produce a plan to respond to inevitable stress, conflict, and challenges in life.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Self-care	Self-care plan

Topic 1: Self-Care

Engaging Experience 1:

Title: SOS/A.C.T Prevention Lesson

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.3.C.12 Exhibit coping skills to manage life-changing events.

Supporting:

- SE.3.B.12 Advocate for the personal safety of self and others.
- SE.3.A.12 Utilize decision-making skills to make safe and healthy life choices.

Detailed Description/Instructions: Students will participate a suicide prevention lesson.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 2

Title: Adapting My Self-Care Plan for After High School

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.12 Exhibit the ability to balance personal, family, school, community, and work roles.

Supporting:

- SE.1.A.12 Utilize the skills necessary to exhibit and maintain a life-long positive self-concept.
- SE.3.A.12 Utilize decision-making skills to make safe and healthy life choices.
- SE.2.A.12 Exhibit the interpersonal skills to maintain quality relationships.
- SE.2.C.12 Utilize and accept personal responsibility in relationships with others.
- SE.2.B.12 Advocate respect for individuals and groups

Detailed Description/Instructions: Students will reflect on how their Self-care Plan needs to be adapted based on their plan for after high school. Then, students will update their Self-Care Plan. Topics reviewed include coping skills, time management, mindfulness strategies, healthy life choices, and decision-making skills.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Experience 3

Title: Citizenship/community service/engaged citizen experience

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.12 Exhibit the ability to balance personal, family, school, community, and work roles.

Supporting:

- SE.2.B.12 Advocate respect for individuals and groups.
- SE.3.B.12 Advocate for the personal safety of self and others.
- SE.2.C.12 Utilize and accept personal responsibility in relationships with others.
- SE.1.C.12 Exhibit the personal characteristics of a contributing member of a diverse community.

Detailed Description/Instructions: Students will have access to community service and/or citizenship projects to practice the advocacy, personal responsibility, and respectful relationships skills they have learned during their prior years in high school. These projects may be large group, small group, or individual.

Bloom's Levels: Apply

Webb's DOK: Level 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students first developed their Self-care Plan in middle school and learned additional knowledge and skills during each grade level prior to their senior year. Seniors will reflect on their postsecondary goals and then update their Self-care Plan accordingly so they socially and emotionally prepared to flourish after high school.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Self-care	SOS/ACT Prevention Lesson	Students will participate a suicide prevention lesson.	30 minutes
Self-care	Adapting My Self-Care Plan for After High School	Students will reflect on how their Self-care Plan needs to be adapted based on their plan for after high school. Then, students will update their Self-Care Plan. Topics reviewed include coping skills, time management, mindfulness strategies, healthy life choices, and decision-making skills.	30 minutes
Self-care	Citizenship/ community service/engaged citizen experience	Students will have access to community service and/or citizenship projects to practice the advocacy, personal responsibility, and respectful relationships skills they have learned during their prior years in high school. These projects may be large group, small group, or individual.	30 minutes

Unit 2: Career Development

Subject: High School Counseling

Grade: 12

Name of Unit: Career Development

Length of Unit: Fall Semester

Overview of Unit: This unit will provide students the opportunity to update and revise their Individual Career and Academic Plans (ICAP). These plans are developed based on students' goals for after high school and are comprised of information needed for decision-making such as test scores, course history, and extra-curricular activities and experiences. In addition to updating their ICAP, students will review job-seeking and job-keeping skills as they head for part-time or full-time employment after high school.

Priority Standards for unit:

- CD.8.A.12 Utilize career and educational information in career decision-making.

Supporting Standards for unit:

- CD.7.A.12 Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.
- CD.7.B.12 Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Career information in career decision-making	Utilize	Apply	Level 3
Educational information in career decision-making	Utilize	Apply	Level 3

Essential Questions:

1. How is a strong postsecondary plan developed?
2. What skills are essential to obtaining and keeping a job and why are they important?

Enduring Understanding/Big Ideas:

1. Postsecondary plans are developed using knowledge of one's interests, skills, and strengths and how those relate to specific careers. In addition, strong postsecondary plans should anticipate the need for flexibility with the ever-changing career landscape.
2. In addition to the mechanics of job-seeking, such as job applications, resumes, and interviews, students should demonstrate "soft skills" including but not limited to professional verbal, non-verbal and written communication, punctuality, flexibility,

problem-solving and teamwork. These skills are important because they equip students to be productive members of society.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Professional/soft skills	

Topic 1: Post-Secondary Planning

Engaging Experience 1

Title: ICAP Gap Analysis - What Is My Plan, What's Missing, and What's Next?

Suggested Length of Time: 30 minutes and ongoing individual meetings with seniors

Standards Addressed

Priority:

- CD.8.A.12 Utilize career and educational information in career decision-making.

Supporting:

- CD.7.A.12 Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.
- CD.7.B.12 Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.

Detailed Description/Instructions: In their Home Room/Tutorial classes, or in a large group meeting, seniors will review their ICAP and identify gaps or needs they have that can be worked on during their senior year. They will also identify questions for their school counselor in advance of their individual senior meeting. Each senior then meets individually with her/his counselor to review the ICAP and fine-tune the postsecondary plan.

Bloom's Levels: Apply

Webb's DOK: Level 3

Topic 2: Employability Skills

Engaging Experience 1

Title: Employability Skills

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- CD.9.B.12 Utilize appropriate job-seeking skills to obtain employment.

Supporting:

- CD.8.A.12 Utilize career and educational information in career decision-making.
- CD.9.A.12 Apply personal, ethical, and work habit skills that contribute to job success.
- CD.7.C.12 Respect all work as important, valuable, and necessary in maintaining a global society.

Detailed Description/Instructions: Students will view videos on employability skills and reflect on their level of comfort and confidence with these topics. Then, seniors will add knowledge and skills they are missing in these areas to their Postsecondary Plan.

Bloom's Levels: Apply

Webb's DOK: Level 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Seniors will graduate with an updated Individual Career and Academic Plan adapted to meet their self-care and career planning needs for after school.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Post-Secondary Planning	ICAP Gap Analysis - What Is My Plan, What's Missing, and What's Next?	In their Home Room/Tutorial classes, or in a large group meeting, seniors will review their ICAP and identify gaps or needs they have that can be worked on during their senior year. They will also identify questions for their school counselor in advance of their individual senior meeting. Each senior then meets individually with her/his counselor to review the ICAP and fine-tune the postsecondary plan.	30 minutes
Employability Skills	Employability Skills	Students will view videos on employability skills and reflect on their level of comfort and confidence with these topics. Then, seniors will add knowledge and skills they are missing in these areas to their Postsecondary Plan.	30 minutes

Unit 3: Academic Identity

Subject: High School Counseling

Grade: 12

Name of Unit: Academic Identity

Length of Unit: Ongoing

Overview of Unit: In this unit, students will implement their Individual Career and Academic Plan (ICAP) based on their postsecondary goals. Using assessment data, course history, and strengths, skills, and interests, student will engage in the steps necessary to effectively transition to their life after high school. Specific college/career planning topics that will be covered include financial aid, scholarships, military readiness, and college credit opportunities.

Priority Standards for unit:

- AD.4.A.12 Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
- AD.5.A.12 Utilize the achievement and performance skills necessary to transition to post-secondary options.

Supporting Standards for unit:

- AD.4.B.12 Exhibit self-management skills necessary for educational achievement.
- AD.6.A.12 Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.
- CD.8.B.12 Know and understand the levels of training and education required for post-secondary choices and life career goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Achievement skills necessary to transition to post-secondary	Utilize	Apply	Level 3
Performance skills necessary to transition to post-secondary options	Utilize	Apply	Level 3
Educational levels necessary to reach, maintain, and continue with individual life-long learning goals	Achieve	Apply	Level 3

Essential Questions:

1. How is my post-secondary plan used to make decisions for my life after high school?
2. How does what I know about my strengths, interests, and skills apply to my postsecondary plan?

Enduring Understanding/Big Ideas:

1. The Individual Career and Academic Plan (ICAP) is the map that guides postsecondary planning for students. It includes assessment data, course history, extracurricular activities, and career/college goals assembled in one place providing essential information for making decisions for life after high school.
2. Many types of information are used for postsecondary planning, but knowledge of one’s strengths, interests, and skills is a powerful tool for choosing a satisfying and fulfilling career.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
College and career ready	Transcript request FAFSA Financial aid Dual/AP credit transfer request Scholarships Test score report request Senior exit survey College application Decision Day Military readiness

Topic 1: College and Career Ready

Engaging Experience 1

Title: College and Scholarship Applications

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AD.4.A.12 Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
- AD.5.A.12 Utilize the achievement and performance skills necessary to transition to post-secondary options.

Supporting:

- AD.4.B.12 Exhibit self-management skills necessary for educational achievement.
- AD.6.A.12 Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.
- CD.8.B.12 Know and understand the levels of training and education required for post-secondary choices and life career goals.

Detailed Description/Instructions: The process for applying to colleges, universities, technical schools, military branches, and other postsecondary options, and funding them, require specific knowledge and skills. Students will learn these skills and be able to apply them to their Individual Career and Academic Plan.

Bloom's Levels: Apply

Webb's DOK: Level 3

Engaging Experience 2

Title: Scholarships and Financial Aid

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AD.4.A.12 Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
- AD.5.A.12 Utilize the achievement and performance skills necessary to transition to post-secondary options.

Supporting:

- AD.4.B.12 Exhibit self-management skills necessary for educational achievement.
- AD.6.A.12 Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.

- CD.8.B.12 Know and understand the levels of training and education required for post-secondary choices and life career goals.

Detailed Description/Instructions: Students need to know how to fund their postsecondary plans. The process for researching and competitively applying for scholarships along with the process for applying for financial aid will be taught to students.

Bloom's Levels: Apply

Webb's DOK: Level 3

Engaging Experience 3

Title: Preparing for College Orientation

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AD.4.A.12 Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
- AD.5.A.12 Utilize the achievement and performance skills necessary to transition to post-secondary options.

Supporting:

- AD.6.A.12 Apply information to revise and implement a Personal Plan of Study necessary for life-long learning.
- CD.8.B.12 Know and understand the levels of training and education required for post-secondary choices and life career goals.

Detailed Description/Instructions: For students who are attending a postsecondary institution, they will soon be asked to make many decisions: housing options, class options, and roommate selections are just some of the decisions that students will be better prepared to make after this engaging experience.

Bloom's Levels: Apply

Webb's DOK: Level 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Decision Day is a program sponsored by the Missouri Department of Higher Education and the goal is to celebrate seniors' postsecondary plans and to encourage underclass students to prepare early for their after high school goals.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
College and Career Ready	College and Scholarship Applications	The process for applying to colleges, universities, technical schools, military branches, and other postsecondary options, and funding them, require specific knowledge and skills. Students will learn these skills and be able to apply them to their Individual Career and Academic Plan.	30 Minutes
College and Career Ready	Scholarships and Financial Aid	Students need to know how to fund their postsecondary plans. The process for researching and competitively applying for scholarships along with the process for applying for financial aid will be taught to students.	30 Minutes
College and Career Ready	Preparing for College Orientation	For students who are attending a postsecondary institution, they will soon be asked to make many decisions: housing options, class options, and roommate selections are just some of the decisions that students will be better prepared to make after this engaging experience.	30 Minutes

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.