



Park Hill School District

Building Successful Futures • Each Student • Every Day

8th Grade Counseling Curriculum

Course Description: The school counseling curriculum helps meet students' academic, career, and intra-/interpersonal needs by teaching knowledge and skills to prepare students for college and career readiness, along with social-emotional well-being. In 8th grade, students will identify and learn how to respond to bullying situations, manage the influence of peers, and apply self-care strategies. Students will also develop and apply Xello assessment results to their individualized college and career plan in preparation for the transition to high school.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
1-2 Class Periods	Self-Awareness	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	Career Development	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	Future Ready Assets	Intrapersonal and Interpersonal Development Career Development
1-2 Class Periods	High School Transition	Intrapersonal and Interpersonal Development Career Development

Standards from: MO Department of Elementary & Secondary Education

Park Hill School District
Middle School Counseling Curriculum Calendar

Grade Level	Topic: Lesson
Quarter 1: Self-Awareness	
8	Xello Introduction: About Me Profile & Intro to Future Ready/Wellness Portfolio
	Bullying Prevention
Quarter 2: Career Development	
8	Xello: Matchmaker Career Inventory
	Xello: Explore Career Matches
Quarter 3: Future Ready Assets	
8	High School Enrollment
	Individual Career and Academic Plan (ICAP)
	Park Hill Future Ready Assets
Quarter 4: High School Transition	
8	Academic and Personal/Social Transition to High School

Unit 1: Self-Awareness

Subject: School Counseling

Grade: 8

Name of Unit: Xello Introduction

Length of Unit: 1 Class Period

Overview of Unit: Students will understand the specific roles individuals play in bullying situations, peer groups, and self-care. They will also apply a growth mindset to improve in academics, interpersonal relationships, and individual qualities.

Priority Standards for unit:

- 4.SA.4. Identify & develop strategies to promote respect of others across cultures, backgrounds, and belief systems
1.CE.A Investigate Missouri [career paths, clusters, and pathways](#) as it relates to personal interest, skills and values.
- 1.CE.B. Develop a career plan utilizing the [ICAP Template](#) based on current interests, strengths, and areas for growth and development.
- 2.CP.A. Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
strategies to promote respect of others across cultures, backgrounds, and belief systems	Identify & Develop	Analyze	3
Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values	Explore	Apply	2
a career plan utilizing the ICAP Template based on current interests, strengths, and areas for growth and development.	Develop	Analyze	3

personal interests with information about careers and education	Compare	Analyze	3
the training and education required for occupations in career paths of interest	Identify	Apply	2

Essential Questions:

1. How can one show their understanding of interpersonal awareness?
2. How can one monitor and demonstrate coping skills in times of anxiety, stress and conflict management?
3. How will students understand and analyze their portfolio in Xello?
4. What information will students need to create their Individual Career and Academic Plan (ICAP)? How will Xello skills and interests inventory results and career information inform the selection of courses of study and setting of personal goals for high school?

Enduring Understanding/Big Ideas:

1. I understand and recognize personal ways for me to contribute as a member of the school community.
2. I can evaluate my thoughts and feelings, especially as they relate to peer influence and possible consequences of risky behaviors.
3. I have coping skills and can use them when necessary.
4. I understand my Xello portfolio and can use my inventory results to focus on my strengths and weaknesses.
5. I can use my strengths, weaknesses, and career inventory results in Xello to build my Individual Career and Academic Plan (ICAP).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Bullying Bystander Sprigeo Anxiety Stress management High school transition Semester Grade point average (GPA) Credits ACT Graduation requirements Course sequence Prerequisite Resume Elective course	Grounding Exercises Coping Skills Conflict Management Cluster Finder Holland Codes Xello Portfolio Individual Career and Academic Plan (ICAP)

Engaging Experience 1

Title: Xello Introduction: My Portfolios ([link to video](#) on creating portfolios)

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- 1.CE.A. Investigate Missouri [career paths, clusters, and pathways](#) as it relates to personal interests, skills, and values.
- 1.CE.B. Develop a career plan utilizing the [ICAP Template](#) based on current interests, strengths, and areas for growth and development.
- 2.CP.A Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Detailed Description/Instructions: Students will be able to investigate their interests in connection with careers, develop a personal interest list, and investigate ways to build and expand their interests. During this lesson, students will be able to filter careers by career clusters and school subjects of interest. Explore central aspects of career profiles for common interests and reflect on some of the interests they have saved in their Xello profile. Then the students will explore the link between interests and various careers and investigate ways to develop and expand their interests.

Engaging Experience 2

Title: Scenario Role Identification

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- 4.SA.A. Identify & develop strategies to promote respect of others across cultures, backgrounds, and belief systems

Detailed Description/Instructions: School counselors will review students' different roles and how they impact their school community. Students will apply this knowledge through application using different scenarios. (Examples of roles would be bystander, bully, passive bystander, etc.). Students will understand how to cope with specific situations, the differences between peer conflict and bullying, and the reporting process in their school (Sprigeo/Incident Reporting).

Bloom's Levels: Analyze

Webb's DOK: 4

Bloom's Levels: Analyze

Webb's DOK: 3

Unit 2: Career Development

Subject: School Counseling

Grade: 8

Name of Unit: Aligning Interests with College and Career Goals

Length of Unit: 1-2 Class Periods

Overview of Unit: Students will explore their personal interests and values through a self-assessment. They will complete the Explore Career Matches lesson in Xello, using their self-assessment to investigate careers that align with their identified interests. Using this information, students will continue building their career and academic portfolio to help support their transition to high school (including activities such as high school visits from LEAD, PHS, and PH).

Priority Standards for unit:

- 5.SA.A. Identify personal strengths and skills to be proud of.
- 5.SA. A Identify personal areas of growth and improvement.
- 1.CE. A. Explore Missouri [career paths, clusters, and pathways](#) as they relate to personal interests, skills, and values.
- 2. CP.A. Compare personal interests with information about careers and education.
- 2.CP. B. Identify the training and education required for occupations in [career paths](#) of interest.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
personal strengths and skills to be proud of	Identify	Analyze	3
personal areas of growth and improvement	Identify	Analyze	3
strategies to promote respect of others across cultures, backgrounds, and belief systems	Identify & Develop	Analyze	3
Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values	Explore	Apply	2
personal interests with information about careers and education	Compare	Analyze	3
the training and education required for occupations in career paths of interest	Identify	Apply	2

Essential Questions:

1. How will students understand and analyze their portfolio results from Xello?
2. What information will students need to create their Individual Career and Academic Plan (ICAP)? How will Xello career inventory results and career information help assist in choosing courses of study and personal goals for high school?

Enduring Understanding/Big Ideas:

1. Students will show understanding of their Xello portfolio by using career assessment results to focus on their strengths and weaknesses.
2. Students will use Xello career assessment results to complete their Individual Career and Academic Plan (ICAP).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
HS Transition Semester GPA Credits ACT Explore Graduation requirements Course sequence Prerequisite Resume Elective	Cluster Finder Xello portfolio Career aspects Likes and dislikes Interests Explore Options Individual Career and Academic Plan (ICAP)

Engaging Experience 1

Title: Xello: Matchmaker Career Inventory and Explore Career Options

Suggested Length of Time: 1-2 class periods

Standards Addressed

Priority:

- 1.CE.A Investigate Missouri [career paths, clusters, and pathways](#) as it relates to personal interests, skills, and values.
- 1.CA.B. Develop a career plan based on current interests, strengths, and areas for growth and development.
- 2.CP.A. Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Detailed Description/Instructions: Students will begin the first phase of the Matchmaker assessment by answering questions designed to help them think critically about their personal interests. These responses are then matched with career profiles, with stronger matches occurring when a student's top interests align closely with key aspects of a career. By the end of the session, students will gain initial insights into careers that best align with their interests. To support the Matchmaker career assessment, students will then complete the Explore Career Matches lesson in Xello to better understand where the results come from and how their matches may change over time.

Bloom's Levels: 2

Webb's DOK: 3

Unit 3: Future Ready Assets

Subject: School Counseling

Grade: 8

Name of Unit: Future Ready Assets

Length of Unit: 2 Class Periods

Overview of Unit: In this unit, students will develop their Individual Career and Academic Plan and submit their high school enrollment course requests. Students will establish a Future Ready Assets goal.

Priority Standards for unit:

- 1.CE.A. Investigate Missouri [career paths, clusters, and pathways](#) as it relates to personal interests, skills, and values.
- 1.CE.B. Develop a career plan utilizing the [ICAP Template](#) based on current interests, strengths, and areas for growth and development.
- 2.CP.A. Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values	Explore	Apply	2
a career plan utilizing the ICAP Template based on current interests, strengths, and areas for growth and development.	Develop	Analyze	3
personal interests with information about careers and education	Compare	Analyze	3
the training and education required for occupations in career paths of interest	Identify	Apply	2

Essential Questions:

1. How will students understand and analyze their portfolio results from Xello?
2. What information will students need to create their Individual Career and Academic Plan (ICAP)? How will Xello career inventory results and career information assist in choosing courses of study and personal goals for high school?
3. What are the future ready assets offered by Park Hill and which ones best match my career and college goals?

Enduring Understanding/Big Ideas:

1. I understand my Xello portfolio and can use my career inventory results to focus on my strengths and weaknesses.
2. I can use Xello career assessment results to make good decisions when completing my Individual Career and Academic Plan (ICAP).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Individual Career and Academic Plan (ICAP) High school transition Semester Grade point average (GPA) Credits ACT Explore Graduation requirements Course sequence Prerequisite Resume Elective	Cluster Finder Holland Codes Xello Portfolio

Engaging Experience 1

Title: High School Terminology

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 2.CP.A. Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Detailed Description/Instructions: Students will complete an Individual Career and Academic Plan (ICAP) to prepare for their postsecondary plans and to meet graduation requirements. Students will select courses for their freshman year based on their postsecondary plan, previous classes, and grades in those classes. They will understand specific terms such as grade point average, (GPA), credits, graduation requirements, high school scheduling, and college preparatory courses.

Bloom's Levels: 3

Webb's DOK: 3

Engaging Experience 2

Title: Future Ready Assets

Suggested Length of Time: 1 Class Period

Standards Addressed

Priority:

- 2.CP.A. Compare personal interests with information about careers and education.
- 2.CP.B. Identify the training and education required for occupations in [career paths](#) of interest.

Detailed Description/Instructions: Students will explore and identify Future Ready Assets and identify which ones will best prepare them for their postsecondary goals.

Bloom's Levels: Analyze

Webb's DOK: 3

Unit 4: High School Transition

Subject: School Counseling

Grade: 8

Name of Unit: High School Transition

Length of Unit: 1 Class Period

Overview of Unit: Students will review and update their Xello profile as well as Future Ready Assets and wellness portfolio.

Priority Standards for unit:

- 1.SM.B. Revisit and refine safe strategies to foster positive emotional experiences
- 4.SA. B. Implement active listening and empathy in relationships
- 5.SA. A. Identify personal strengths and skills to be proud of
- 5.SA.A. Identify personal areas of growth and improvement

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
personal strengths and skills to be proud of	Identify	Analyze	3
personal areas of growth and improvement	Identify	Analyze	3

Essential Questions:

1. How will students understand and analyze their portfolio results from Xello?
2. What information will students need to create their 4-year Personal Plan of Study? How will Xello results, and information help assist in choosing courses of study and personal goals for high school?

Enduring Understanding/Big Ideas:

1. Students will demonstrate proper coping skills when necessary.
2. Students will show understanding of their Xello portfolio by using assessment results to focus on their strengths and weaknesses.
3. Students will use assessment details, in Xello, to make proper decisions when creating their 4-year Personal Plan of Study.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
High school transition Semester Grade point average (GPA) Credits Explore Graduation requirements Course sequence Prerequisite College and Career Readiness Elective	Cluster Finder Holland Codes Career Key Xello Portfolio

Engaging Experience 1

Title: Xello Portfolios/Transition to High School

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 5.SA.A. Identify personal strengths and skills to be proud of
- 5.SA.A. Identify personal areas of growth and improvement

Detailed Description/Instructions: Students will explore ways to make their transition to high school efficient. They will identify questions and concerns they have about entering high school, explore clubs, activities, and other resources to help them handle the transition, and develop other strategies to deal with transitions. In addition, students will investigate high school options, including courses, extracurriculars, and facilities to discover what's available and possibly new interests. Their discoveries may lead them to update or add new interests to their Xello *About Me Portfolio*.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Understanding Selflessness

Suggested Length of Time: 1 class period

Standards Addressed

Priority:

- 1.SM.B. Revisit and refine safe strategies to foster positive emotional experiences.
- 2.SA.B. Implement active listening and empathy in relationships
- 2.SA.A. Identify personal areas of growth and improvement

Detailed Description/Instructions: Students will complete the Understanding Selflessness (pt. 1) lesson in Character Strong. Students will learn what selflessness is, and what it can look like in their daily and weekly lives. Students will be encouraged to commit to make selflessness a habit.

Bloom's Levels: Analyze

Webb's DOK: 3

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.