



# Safe School Culture, Grades 9-12

## CURRICULUM

Board Approved: 03/19/2026

### Course Information

**High School**  
**Ongoing Throughout Grades 9-12**

**Course Description:**

This course empowers students to build a safe, inclusive, and respectful school community by fostering a strong sense of self, understanding diverse perspectives, and developing effective interpersonal skills. Ultimately, students gain the tools to create an environment where everyone feels safe, valued, supported, and connected. This curriculum builds the skills students need to stay safe, form respectful relationships, and participate responsibly in school life. Respect, responsibility, and safety are the heart of this course. All lessons align with Missouri learning standards and support our state's expectations for student development.

**Transfer Goals:**

***Students will be able to independently use their learning to...***

1. explore personal traits.
2. maintain respectful interactions.
3. resolve conflicts peacefully.
4. recognize the impact of their words, symbols, gestures, and actions on others.
5. follow the outlined school procedures for addressing demeaning speech, harassment, and bullying.

**Curriculum Standards:**

[K-12 Missouri Learning Standards: School Counseling](#)  
[Missouri Department of Elementary and Secondary Education Health Education GLEs](#)  
[Missouri Learning Standards](#)

**Curriculum Resource(s):** None

*\*priority standards indicated in **bold***

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# Family Notification Procedures

## Grades 9-12

### **Whole Class Books**

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

### **Library Books**

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

### **Open Choice Books**

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

*\*priority standards indicated in **bold***

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# Unit 1: Understanding Self

Timeframe: Varies By Building

**Unit Description:** This unit focuses on building a sense of belonging within the school community to support personal growth, well-being, and academic success. Students will explore ways to get involved, learn about different perspectives, and develop skills needed for effective participation in the community. Emphasizing a positive self-concept, this unit encourages students to recognize their unique contributions to both school and global communities for long-term happiness and success.

## Enduring Understandings:

- A sense of belonging within a school community is essential for personal growth, well-being, and academic success.
- Recognizing that there are a variety of ways to get involved at school is essential for becoming a contributing member of the school community.
- Learning about the experiences and perspectives of others contributes to being a participating member of the community.
- Being an active member of the community allows students to contribute personally by sharing their insights and experiences.
- One must exhibit certain skills (e.g., active listening, communication, and respect) to be a contributing member of the community.
- An individual needs to develop and maintain a positive self-concept to contribute to long-term happiness and success.

## Essential Questions:

- How does a sense of belonging impact my personal well-being and academic success?
- How do I get involved in a community?
- How does my involvement contribute to communities?
- How does learning about others' experiences and perspectives help me to participate in the community?
- How does sharing my insights and experiences contribute to a community group?
- What are the skills I need to be a contributing member of a community?
- How do I develop and maintain a positive self-concept?
- How does maintaining a positive self-concept contribute to my long-term happiness and success?

## Unit 1: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.IID.5C	<ul style="list-style-type: none"> <li>• I can identify and pursue specific opportunities—such as volunteering, internships, or school leadership roles—that allow me to make a meaningful impact on my community.</li> <li>• I can explain how my personal strengths can be used to solve problems and serve the needs of those around me.</li> <li>• I can consistently model the traits of a responsible citizen, such as integrity, reliability, and empathy, in diverse settings.</li> <li>• I can advocate for safe and welcoming environments where people of all backgrounds feel valued and empowered to contribute.</li> <li>• I can demonstrate respect for every member of a group by valuing their unique perspectives and ensuring their voices are heard.</li> </ul>

*\*priority standards indicated in bold*

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<p><b>9-12.IID.5A</b></p>	<ul style="list-style-type: none"> <li>● I can use formal and informal self-assessments to regularly review my progress and refine my plan for personal and professional growth.</li> <li>● I can acknowledge my weaknesses without judgment and leverage my strengths to overcome obstacles.</li> <li>● I can embrace my entire identity—to include my strengths and my challenges—as a necessary part of my personal development.</li> <li>● I can evaluate whether my daily actions and choices actually align with my core values and personal beliefs and make adjustments as needed.</li> <li>● I can identify "integrity gaps" where my behavior doesn't match my values and create a plan to get back on track.</li> <li>● I can identify when a challenge is beyond my current skill level and proactively seek out mentors, resources, or experts to help me grow.</li> <li>● I can view seeking assistance when it is needed as a sign of strength and maturity.</li> </ul>

# Unit 2: Interacting With Others

Timeframe: Varies By School

**Unit Description:** This unit teaches students how to build strong relationships through interpersonal skills like understanding others, promoting acceptance, problem-solving, and conflict resolution. By recognizing the cultures and unique traits of others, students will learn how to promote and advocate for respect. Emphasizing respect, inclusion, and personal responsibility, this unit aims to equip students with skills to contribute to safe communities.

## Enduring Understandings:

- Quality relationships are maintained through the practice of strong interpersonal skills.
- Exposure to different cultures and people enriches our understanding of others and broadens our perspectives.
- Promoting respect enables individuals to work together more effectively.
- Advocating for respect for others is essential for building a school community where everyone has the opportunity to thrive.
- Applying problem-solving and conflict-resolution skills enhances relationships with others.
- Identifying and accepting personal responsibility is necessary in conflict situations and relationships with others.
- Applying practices that preserve and enhance the safety and health of others, such as conflict resolution, is essential for creating a safe community.

## Essential Questions:

- How do my interpersonal skills contribute to maintaining quality relationships?
- How do I experience different cultures to deepen my appreciation of others?
- How does promoting respect help me work well with others?
- How do I advocate for respect for others?
- How do I apply problem-solving and conflict-resolution skills to enhance relationships with others?
- Why is it important for me to identify and accept personal responsibility in conflict situations and relationships?
- How do I practice conflict resolution to create a safe community?

## Unit 2: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.IID.4A	<ul style="list-style-type: none"> <li>• I can actively use strategies—such as perspective-taking and interrupting bias—to ensure that people of all cultures and backgrounds feel respected and included.</li> <li>• I can lead by example in my school or community by advocating for the fair treatment of all individuals, regardless of their belief systems or heritage.</li> <li>• I can participate in difficult conversations about cultural differences with empathy and an open mind.</li> <li>• I can demonstrate respect for different points of view by seeking to understand the life experiences that shape a person's perspective.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>● I can evaluate my own unconscious biases and work to ensure they do not interfere with my ability to respect others.</li> <li>● I can disagree with someone’s ideas or beliefs while still maintaining total respect for their dignity as a person.</li> </ul>
9-12.IID.3B	<ul style="list-style-type: none"> <li>● I can identify my own contributions to a conflict, including my tone, body language, and underlying assumptions.</li> <li>● I can take ownership of my actions by offering sincere, "no-excuse" apologies and working to repair the trust I may have broken.</li> <li>● I can recognize when my own stress or emotions are escalating a situation and work to regulate myself before taking personal responsibility.</li> <li>● I can objectively evaluate my current problem-solving skills to see which strategies are helping my relationships and which are causing harm.</li> <li>● I can analyze past conflicts to identify patterns in my behavior and create a specific plan to handle similar situations more effectively in the future.</li> <li>● I can adapt my conflict-resolution style—shifting between compromising, collaborating, or competing—based on what is most appropriate for the health of the relationship.</li> </ul>
ME4A9-12	<ul style="list-style-type: none"> <li>● I can apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution).</li> </ul>

# Unit 3: Interpersonal Safety

Timeframe: Varies By School

**Unit Description:** This unit teaches students how to identify, access, and use safety resources and advocate for a supportive school culture. Students will develop skills for intervening in social issues, promoting safety, and practicing conflict resolution and proactive decision-making to foster a safer school community.

## Enduring Understandings:

- Knowing, accessing, and utilizing available safety resources ensures that individuals are informed and equipped to protect themselves and others.
- Advocating for safety fosters a supportive school culture that benefits all students.
- Demonstrating safety skills promotes awareness and collective responsibility for personal and community well-being.
- Developing safe intervention skills empowers individuals to recognize and respond to potential social problems effectively.
- Applying safety practices builds a safe school community by encouraging conflict resolution and proactive decision-making.

## Essential Questions:

- How do I become proactive in knowing, accessing, and utilizing personal safety resources?
- How do I advocate for a safe school culture?
- How do I take responsibility for personal and community well-being by demonstrating safety skills?
- How does developing a toolbox of safe intervention skills help me recognize and respond to social problems effectively?
- How do I actively engage in implementing safety practices?

## Unit 3: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
9-12.IID.2A	<ul style="list-style-type: none"> <li>• I can use a structured decision-making process to evaluate the potential risks of a situation, considering physical, legal, and social consequences.</li> <li>• I can differentiate between "healthy risks" that lead to personal growth and "harmful risks" that could jeopardize my future.</li> <li>• I can analyze how my personal choices—regarding health, substance use, or digital behavior—impact not only my own safety but also the well-being of my family and peers.</li> <li>• I can predict the long-term effects of my current decisions on my future goals, such as college, career, and personal health.</li> <li>• I can apply a range of healthy decision-making strategies to consistently choose the safest path, even in high-pressure social situations.</li> <li>• I can advocate for the safety of others by speaking up against harmful behaviors and helping my peers make informed, healthy choices.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>• I can identify and utilize professional resources (such as counselors, hotlines, or medical professionals) to support my safety and the safety of my community.</li> </ul>
ME4E9-12	<ul style="list-style-type: none"> <li>• I can develop a list of safe intervention skills that can help to prevent bullying, harassment, exploitation, and abuse, and describe when and how to use these skills.</li> </ul>
ME4A9-12	<ul style="list-style-type: none"> <li>• I can apply practices that preserve and enhance the safety and health of others (e.g., peer mediation, seeking adult or professional consultation, decision-making, assertive behavior, and resisting peer pressure).</li> </ul>