



Park Hill School District

Building Successful Futures • Each Student • Every Day

9th Grade Counseling Curriculum

Course Description: Students focus on building a strong foundation for high school success by exploring academic and career interests, developing intra-/interpersonal (social-emotional) skills, and establishing a sense of belonging in their school community. They begin creating and updating their Individual Career and Academic Plan (ICAP), learn strategies for making informed academic and personal decisions, and engage in lessons to manage stress, make safe choices, and support themselves and others. Students also explore extracurricular and community opportunities to build connections, contribute meaningfully, and prepare for future academic and career pathways.

Course Standards: Missouri Learning Standards: School Counseling

Scope and Sequence:

Unit	Engaging Experiences
Future Ready Exploration	EE 1: Xello Lesson - Personality Styles EE 2: ICAP Development
Supporting Self and Others	EE 1: A-C-T Suicide Prevention Lesson
Belonging in High School	EE 1: Transition to High School

Curriculum Revision Tracking

Fall 2025

- Updated Missouri Learning Standards
- Added Learning Targets
- Unit names changed:
 - Academic Identity → Future Ready Exploration
 - Social-Emotional Learning → Supporting Self and Others
 - Cultural Identity → Belonging in High School

Unit 1: Future Ready Exploration

Subject: High School Counseling

Grade: 9

Name of Unit: Future Ready Exploration

Overview of Unit: Students will explore their strengths, interests, and goals to make informed academic decisions and plan for the future. Using Xello and their Individual Career and Academic Plan (ICAP), they will connect personal traits to career pathways, set goals, and begin shaping their high school experience to become Future Ready.

Priority Standards for unit:

- AD.1.A.1. Identify strategies to make informed academic decisions.
- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.

Supporting Standards for unit:

- CD.1.A.1. Refine interests, skills, and values at home and school.
- CD.1.B.1. Revise ICAP based on current strengths, talents and interests, areas for growth and development, and assessment results.
- CD.2.A.1. Integrate career and educational information with knowledge of self and six career paths to identify occupations of interest.
- CD.2.B.1. Identify the entrance requirements and application procedures for postsecondary options.

Learning Targets:

Priority Standard: AD.1.A.1. Identify strategies to make informed academic decisions.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify personal strengths, interests, and goals to guide academic decision-making.	Webb's DOK: 1
	Bloom's: Remembering
Students will analyze available course options and requirements to determine appropriate academic pathways.	Webb's DOK: 3
	Bloom's: Analyzing

Students will apply decision-making strategies (such as weighing pros and cons or seeking guidance) to select appropriate courses.	Webb's DOK: 2
	Bloom's: Applying
Students will reflect on past academic decisions to identify strategies for making more informed choices in the future.	Webb's DOK: 3
	Bloom's: Analyzing

Priority Standard: AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will review their ICAP to ensure it reflects their current goals, strengths, and interests.	Webb's DOK: 1
	Bloom's: Remembering
Students will update their ICAP to include results from academic and career assessments.	Webb's DOK: 2
	Bloom's: Applying
Students will adjust their ICAP to align with evolving talents, skills, and career aspirations.	Webb's DOK: 2
	Bloom's: Applying
Students will monitor progress toward their academic and personal goals documented in their ICAP.	Webb's DOK: 1
	Bloom's: Understanding
Students will revise their ICAP to reflect new opportunities, challenges, or changes in future plans.	Webb's DOK: 2
	Bloom's: Applying

Essential Questions:

1. How does understanding myself help me make informed decisions about my future?

Enduring Understanding/Big Ideas:

1. By exploring their strengths, interests, and goals, students can make purposeful academic choices that guide their Individual Career and Academic Plan (ICAP) and prepare them for future opportunities.

Unit Vocabulary:

- ICAP (Individual Career and Academic Plan)
- Xello
- Career Cluster
- Strengths
- Interests
- Goals
- Course Pathway
- Postsecondary Options
- GPA (Grade Point Average)
- Decision-Making

Engaging Experiences

Engaging Experience 1

Title: Xello Lesson - Personality Styles

Suggested Length of Time: 35 minutes

Standards Addressed

Priority:

- AD.1.A.1. Identify strategies to make informed academic decisions.
- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.

Supporting:

- CD.1.A.1. Refine interests, skills, and values at home and school.
- CD.2.A.1. Integrate career and educational information with knowledge of self and six career paths to identify occupations of interest.

Detailed Description/Instructions: Students will take the Xello Personality Styles Assessment to learn more about their unique strengths, preferences, and work styles. This activity helps them connect their personal traits to potential career pathways and future goals. If time allows, students may also extend their learning by completing the Exploring Career Factors, Getting Experience, and Study Skills & Habits lessons to deepen their understanding of how their personality and choices influence career readiness and success.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: ICAP Development

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- AD.1.A.1. Identify strategies to make informed academic decisions.
- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.

Supporting:

- CD.1.A.1. Refine interests, skills, and values at home and school.
- CD.1.B.1. Revise ICAP based on current strengths, talents and interests, areas for growth and development, and assessment results.
- CD.2.A.1. Integrate career and educational information with knowledge of self and six career paths to identify occupations of interest.
- CD.2.B.1. Identify the entrance requirements and application procedures for postsecondary options.

Detailed Description/Instructions: During an individual student planning session with their school counselor, students will review their 8th grade ICAP (where they selected courses for freshman year) and begin formulating plans for sophomore year. These conversations will extend into academic planning for junior and senior year, including discussions of course offerings, upper-level options, the differences between AP and dual credit, and an introduction to professional studies opportunities. In addition, students will have dialogue with their counselor about their career and college interests, different paths they might explore in the future, and the Park Hill Future Ready Asset they selected, making connections between their choice and their academic and career planning.

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Xello Lesson - Personality Styles	Students will take the Xello Personality Styles Assessment to learn more about their unique strengths, preferences, and work styles. This activity helps them connect their personal traits to potential career pathways and future goals. If time allows, students may also extend their learning by completing the Exploring Career Factors, Getting Experience, and Study Skills & Habits lessons to deepen their understanding of how their personality and choices influence career readiness and success.	35 minutes
ICAP Development	During an individual student planning session with their school counselor, students will review their 8th grade ICAP (where they selected courses for freshman year) and begin formulating plans for sophomore year. These conversations will extend into academic planning for junior and senior year, including discussions of course offerings, upper-level options, the differences between AP and dual credit, and an introduction to professional studies opportunities. In addition, students will have dialogue with their counselor about their career and college interests, different paths they might explore in the future, and the Park Hill Future Ready Asset they selected, making connections between their choice and their academic and career planning.	20 minutes

Unit 2: Supporting Self and Others

Subject: High School Counseling

Grade: 9

Name of Unit: Supporting Self and Others

Overview of Unit: Students will explore social-emotional learning (SEL) and develop skills to care for themselves and support peers. They will learn to recognize and manage emotions, practice self-compassion, establish safe boundaries, and advocate for personal and peer safety.

Priority Standards for unit:

- IID.2.A.4. Advocate for the personal safety of self and others.
- IID.4.B.1. Understand the need for self-compassion to be empathic towards others.

Supporting Standards for unit:

- IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.
- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- IID.3.A.1. Demonstrate the ability to communicate about safe boundaries in relationships.
- IID.3.B.1. Recognize personal responsibility in conflict situations.

Learning Targets:

Priority Standard: IID.2.A.4. Advocate for the personal safety of self and others.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify situations that may threaten their safety or the safety of others.	Webb's DOK: 1
	Bloom's: Remembering
Students will explain strategies for keeping themselves and others safe in different environments.	Webb's DOK: 1
	Bloom's: Understanding
Students will practice communicating concerns about unsafe situations to trusted adults.	Webb's DOK: 2
	Bloom's: Applying
Students will demonstrate ways to intervene safely or seek help when peers are at risk.	Webb's DOK: 2
	Bloom's: Applying

Students will reflect on personal responsibility in promoting safety and supporting others.	Webb's DOK: 3
	Bloom's: Analyzing

Priority Standard: IID.4.B.1. Understand the need for self-compassion to be empathic towards others.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify examples of self-compassion in daily life.	Webb's DOK: 1
	Bloom's: Remembering
Students will practice strategies to show self-compassion in stressful or challenging situations.	Webb's DOK: 2
	Bloom's: Applying
Students will analyze how self-compassion influences empathy and positive interactions with peers.	Webb's DOK: 3
	Bloom's: Analyzing
Students will reflect on ways to balance personal needs with supporting the well-being of others.	Webb's DOK: 4
	Bloom's: Evaluating

Essential Questions:

1. How does caring for yourself help you support and advocate for others?

Enduring Understanding/Big Ideas:

1. By practicing self-compassion and recognizing their own needs, students can manage emotions, make responsible decisions, and act empathetically to promote personal and peer safety.

Unit Vocabulary:

- Self-compassion
- Empathy
- Personal safety
- Boundaries
- Advocacy
- Emotional regulation
- Stress management
- Resilience
- Mindfulness
- Conflict resolution
- Grit

Engaging Experiences

Engaging Experience 1

Title: A-C-T Suicide Prevention Lesson

Suggested Length of Time: 10 minutes

Standards Addressed

Priority:

- IID.2.A.4. Advocate for the personal safety of self and others.
- IID.4.B.1. Understand the need for self-compassion to be empathic towards others.

Supporting:

- IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.
- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- IID.3.A.1. Demonstrate the ability to communicate about safe boundaries in relationships.
- IID.3.B.1. Recognize personal responsibility in conflict situations.

Detailed Description/Instructions: Students will learn the A-C-T (Acknowledge, Care, Tell) steps as a strategy for supporting themselves and others when faced with signs of depression, stress, or suicidal thoughts. Through discussion and guided activities, students will build awareness of warning signs, practice how to respond with empathy, and understand the importance of reaching out to a trusted adult. This lesson reinforces key social-emotional skills of empathy, responsible decision-making, and seeking help.

Bloom's Levels: Applying

Webb's DOK: 2

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
A-C-T Suicide Prevention Lesson	Students will learn the A-C-T (Acknowledge, Care, Tell) steps as a strategy for supporting themselves and others when faced with signs of depression, stress, or suicidal thoughts. Through discussion and guided activities, students will build awareness of warning signs, practice how to respond with empathy, and understand the importance of reaching out to a trusted adult. This lesson reinforces key social-emotional skills of empathy, responsible decision-making, and seeking help.	10 minutes

Unit 3: Belonging in High School

Subject: High School Counseling

Grade: 9

Name of Unit: Belonging in High School

Overview of Unit: Students will develop the skills and knowledge needed to successfully navigate their high school experience and feel connected to their school community. They will learn how to seek assistance when facing challenges, take responsibility for their academic growth, and engage in opportunities that foster learning, relationships, and personal development. By exploring co-curricular and extra-curricular activities, understanding academic expectations, and utilizing available resources, students will build a sense of belonging and confidence as active members of their school community.

Priority Standards for unit:

- IID.5.A.3. Identify and/or practice ways to seek assistance in areas for growth.

Supporting Standards for unit:

- AD.1.A.1. Identify strategies to make informed academic decisions.
- AD.1.B.2. Demonstrate personal responsibility for academic behaviors.
- AD.2.A.1. Identify new grade level expectations each year.
- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force.
- AD.3.A.2. Pursue opportunities that foster new learning.
- IID.5.B.1. Recognize increased roles and responsibilities of the individual student within the family, school, and local community.
- IID.5.B.3. Identify and utilize resources to help balance family, school, community, and work roles.
- IID.5.C.1. Identify activities the individual student might participate in to become a contributing member of a community.

Learning Targets:

Priority Standard: IID.5.A.3. Identify and/or practice ways to seek assistance in areas for growth.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify situations in which they may need academic, social, or emotional support.	Webb's DOK: 1
	Bloom's: Understanding

Students will explain available resources and supports within the school and community.	Webb's DOK: 2
	Bloom's: Applying
Students will demonstrate how to seek help from teachers, counselors, or peers when facing challenges.	Webb's DOK: 2
	Bloom's: Applying
Students will practice communicating their needs clearly and respectfully to adults or peers.	Webb's DOK: 2
	Bloom's: Applying
Students will reflect on strategies that were effective in getting support and plan how to apply them in the future.	Webb's DOK: 4
	Bloom's: Evaluating

Essential Questions:

1. How can I seek help, take responsibility, and engage in my school community to feel connected and successful in high school?

Enduring Understanding/Big Ideas:

1. By recognizing when to seek assistance, taking responsibility for their learning, and participating in academic, social, and co-curricular opportunities, students can build confidence, develop skills, and establish a sense of belonging in their high school community.

Unit Vocabulary:

- Belonging
- Responsibility
- Resources
- Assistance
- Academic expectations
- Co-curricular activities
- Extra-curricular activities
- GPA (Grade Point Average)
- Credits
- Community engagement
- Time management

Engaging Experiences

Engaging Experience 1

Title: Transition to High School

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- IID.5.A.3. Identify and/or practice ways to seek assistance in areas for growth.

Supporting:

- AD.1.A.1. Identify strategies to make informed academic decisions.
- AD.1.B.2. Demonstrate personal responsibility for academic behaviors.
- AD.2.A.1. Identify new grade level expectations each year.
- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force.
- AD.3.A.2. Pursue opportunities that foster new learning.
- IID.5.B.1. Recognize increased roles and responsibilities of the individual student within the family, school, and local community.
- IID.5.B.3. Identify and utilize resources to help balance family, school, community, and work roles.
- IID.5.C.1. Identify activities the individual student might participate in to become a contributing member of a community.

Detailed Description/Instructions: Students will explore what it means to be a successful high school student by learning about co-curricular and extra-curricular opportunities, including clubs, sports, music, and theater. They will meet their school counselor and learn about the counselor's role in supporting students' academic and personal growth. Students will also gain a clear understanding of GPA, credits, and how to seek help when needed, preparing them to navigate high school with confidence and purpose.

Bloom's Levels: Understanding

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Transition to High School	Students will explore what it means to be a successful high school student by learning about co-curricular and extra-curricular opportunities, including clubs, sports, music, and theater. They will meet their school counselor and learn about the counselor's role in supporting students' academic and personal growth. Students will also gain a clear understanding of GPA, credits, and how to seek help when needed, preparing them to navigate high school with confidence and purpose.	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.