



Park Hill School District

Building Successful Futures • Each Student • Every Day

10th Grade Counseling Curriculum

Course Description: Students focus on developing the skills and knowledge needed for postsecondary education, career pathways, and personal success. They explore career interests and work values through Xello, review and update their ICAP, and investigate academic options such as dual credit, Advanced Placement, and professional studies programs. In addition, students build social-emotional skills by learning to recognize and manage stress and dysregulation, apply coping strategies, and balance responsibilities across school, work, family, and community roles while reinforcing strategies for supporting themselves and others.

Course Standards: Missouri Learning Standards: School Counseling

Scope and Sequence:

Unit	Engaging Experiences
Supporting Self and Others	EE 1: Stress Management
Future Ready Development	EE 1: Xello Lesson - Work Values EE 2: Future Ready Assets Presentation EE 3: ICAP Revisited

Curriculum Revision Tracking

Fall 2025

- Updated Missouri Learning Standards
- Added Learning Targets
- The *Engaged School Citizens* unit was integrated into other units
- Unit names changed:
 - Social-Emotional Learning → Supporting Self and Others
 - College and Career Planning → Future Ready Development

Unit 1: Supporting Self and Others

Subject: High School Counseling

Grade: 10

Name of Unit: Supporting Self and Others

Overview of Unit: Students will continue developing social-emotional learning skills by identifying and managing their own reactions and stress. They will learn to recognize signs of dysregulation and distress, understand triggers, and practice strategies to cope effectively in challenging situations. They will learn methods to prevent unhealthy levels of stress. By reflecting on their responses and taking personal responsibility, students will strengthen self-awareness, decision-making, and their ability to maintain positive interactions with others.

Priority Standards for unit:

- IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.

Supporting Standards for unit:

- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- IID.3.B.1. Recognize personal responsibility in conflict situations.
- IID.5.B.3. Identify and utilize resources to help balance family, school, work, and local community roles.
- IID.5.B.4. Exhibit the ability to balance personal, family, school, community, and work roles.

Learning Targets:

Priority Standard: IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will recognize physical, emotional, and behavioral signs of dysregulation.	Webb's DOK: 1
	Bloom's: Understanding
Students will identify common situations that trigger feelings of distress.	Webb's DOK: 1
	Bloom's: Understanding
Students will distinguish between regulated and dysregulated responses in themselves.	Webb's DOK: 1
	Bloom's: Understanding

Students will recognize how their reactions impact decision-making and interactions with others.	Webb's DOK: 2
	Bloom's: Applying
Students will reflect on personal experiences to identify early warning signs of distress.	Webb's DOK: 2
	Bloom's: Applying
Students will understand methods to prevent unhealthy levels of stress.	Webb's DOK: 1
	Bloom's: Understanding

Essential Questions:

1. How can recognizing and managing my reactions help me make better decisions and maintain positive relationships?
2. What can I do to prevent unhealthy levels of stress?

Enduring Understanding/Big Ideas:

1. By identifying signs of dysregulation and distress and applying strategies to cope effectively, students can take responsibility for their actions, make thoughtful decisions, and maintain healthy interactions with others.
2. By identifying stress prevention methods, students can maintain a healthy balance in various life roles.

Unit Vocabulary:

- Dysregulation
- Distress
- Triggers
- Emotional awareness
- Coping strategies
- Self-regulation
- Stress management
- Decision-making
- Personal responsibility
- Conflict resolution

Engaging Experiences

Engaging Experience 1

Title: Stress Management

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.

Supporting:

- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- IID.3.B.1. Recognize personal responsibility in conflict situations.
- IID.5.B.3. Identify and utilize resources to help balance family, school, work, and local community roles.
- IID.5.B.4. Exhibit the ability to balance personal, family, school, community, and work roles.

Detailed Description/Instructions: Building on prior SEL lessons and the A-C-T Suicide Prevention framework, students will explore strategies for managing stress and maintaining well-being. They will learn the science behind stress, how it affects the body and mind, and practice coping techniques. Students will also discuss the importance of setting priorities and balancing responsibilities across school, work, and home, emphasizing that they don't have to do everything at once. This lesson reinforces self-awareness, decision-making, and personal responsibility while promoting healthy ways to support themselves and others.

Bloom's Levels: Remembering

Webb's DOK: 1

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Stress Management	Building on prior SEL lessons and the A-C-T Suicide Prevention framework, students will explore strategies for managing stress and maintaining well-being. They will learn the science behind stress, how it affects the body and mind, and practice coping techniques. Students will also discuss the importance of setting priorities and balancing responsibilities across school, work, and home, emphasizing that they don't have to do everything at once. This lesson reinforces self-awareness, decision-making, and personal responsibility while promoting healthy ways to support themselves and others.	30 minutes

Unit 2: Future Ready Development

Subject: High School Counseling

Grade: 10

Name of Unit: Future Ready Development

Overview of Unit: Students will explore the skills, experiences, and opportunities needed to prepare for postsecondary education and the workforce. Through self-assessment, career exploration, and ICAP planning, students will identify skills they currently have, recognize skills needed for future goals, and explore pathways to develop those skills. They will examine work values, postsecondary options, and Park Hill Future Ready Assets to make informed decisions and set meaningful goals. By revisiting their ICAP and planning for junior and senior year, students will create a personalized roadmap that aligns their strengths, interests, and postsecondary aspirations.

Priority Standards for unit:

- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force

Supporting Standards for unit:

- CD.1.A.2. Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.
- CD.1.A.3. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
- CD.1.B.2. Identify the value of personal contributions to the world of work as a result of one's career choices.
- CD.2.B.2. Apply knowledge of self to make informed decisions about postsecondary options.
- AD.1.A.2. Utilize critical thinking and problem solving skills.
- AD.3.A.2. Pursue opportunities that foster new learning.
- AD.3.A.3. Apply one's ability to complete academic tasks in a variety of settings.
- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

Learning Targets:

Priority Standard: AD.2.A.2. Identify new skills needed for postsecondary education and/or work force.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will understand how their work values align with prospective career choices.	Webb's DOK: 1
	Bloom's: Understanding
Students will identify skills they currently have and compare them with those required for future goals.	Webb's DOK: 3
	Bloom's: Analyzing
Students will analyze job descriptions or college program requirements to determine needed skills.	Webb's DOK: 2
	Bloom's: Applying
Students will set personal goals for developing new skills to prepare for postsecondary success.	Webb's DOK: 4
	Bloom's: Creating

Essential Questions:

- How can understanding my skills, interests, and values help me prepare for postsecondary education and the workforce?

Enduring Understanding/Big Ideas:

1. By identifying their current skills, exploring the skills needed for future goals, and reflecting on their work values and postsecondary options, students can make informed academic and career decisions. Revisiting their ICAP and selecting a Future Ready Asset allows students to plan a meaningful, personalized path that aligns with their strengths, interests, and postsecondary aspirations.

Unit Vocabulary:

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|----------------------------------|--|
| • Work values | Professional, NCC, NCAPS, MCC |
| • Transferable skills | Early College Academy |
| • Postsecondary education | • Internship |
| • Workforce skills | • Career clusters and pathways |
| • Dual credit | • ICAP (Individual Career and Academic Plan) |
| • Advanced Placement (AP) | • Future Ready Asset |
| • Professional Studies Programs: | • Goal setting |
| Aspiring Medical Professionals, | • Career exploration |
| Aspiring Educators, Aspiring | |

Engaging Experiences

Engaging Experience 1

Title: Xello Lesson - Work Values

Suggested Length of Time: 35 minutes

Standards Addressed

Priority:

- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force

Supporting:

- CD.1.A.2. Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.
- CD.1.A.3. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
- CD.1.B.2. Identify the value of personal contributions to the world of work as a result of one's career choices.
- CD.2.B.2. Apply knowledge of self to make informed decisions about postsecondary options.
- AD.1.A.2. Utilize critical thinking and problem solving skills.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

Detailed Description/Instructions: In this lesson, students will explore their personal work values and how these influence career satisfaction and success. Using Xello, they will identify what matters most to them in a job—such as creativity, teamwork, independence, or stability—and connect these values to potential career paths. Students will reflect on how understanding their work values can guide future academic and career decisions, helping them make choices aligned with their strengths and goals.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: Future Ready Assets Presentation

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force

Supporting:

- CD.1.A.2. Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.
- CD.2.B.2. Apply knowledge of self to make informed decisions about postsecondary options.
- AD.1.A.2. Utilize critical thinking and problem solving skills.
- AD.3.A.2. Pursue opportunities that foster new learning.
- AD.3.A.3. Apply one's ability to complete academic tasks in a variety of settings.
- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

Detailed Description/Instructions: Students will explore the various Park Hill Future Ready Assets—such as dual credit, AP courses, Early College Academy, internships, certifications, and work-based learning experiences. School counselors will help students understand how each option supports different postsecondary goals. Students will then reflect on their interests and plans for after high school to choose one Future Ready Asset they want to pursue and outline the steps to get started.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 3

Title: ICAP Revisited

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- AD.2.A.2. Identify new skills needed for postsecondary education and/or work force

Supporting:

- CD.1.A.2. Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education.
- CD.1.B.2. Identify the value of personal contributions to the world of work as a result of one's career choices.
- CD.2.B.2. Apply knowledge of self to make informed decisions about postsecondary options.
- AD.1.A.2. Utilize critical thinking and problem solving skills.
- AD.3.A.2. Pursue opportunities that foster new learning.
- AD.3.A.3. Apply one's ability to complete academic tasks in a variety of settings.

- AD.3.B.1. Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

Detailed Description/Instructions: During an individual planning session with their school counselor, students will review and update their ICAP to reflect their current goals, interests, and progress. They will explore advanced academic options for junior and senior year, including dual credit and Advanced Placement courses, as well as professional studies programs such as NCC, MCC Early College Academy, Professional Studies, and NCAPS. Counselors will help students make connections between their Park Hill Future Ready Asset selection, career interests, and postsecondary goals, guiding them in planning a meaningful and personalized path for the remainder of high school.

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 - Work Values	In this lesson, students will explore their personal work values and how these influence career satisfaction and success. Using Xello, they will identify what matters most to them in a job—such as creativity, teamwork, independence, or stability—and connect these values to potential career paths. Students will reflect on how understanding their work values can guide future academic and career decisions, helping them make choices aligned with their strengths and goals.	35 minutes
Future Ready Assets Presentation	Students will explore the various Park Hill Future Ready Assets—such as dual credit, AP courses, internships, certifications, and work-based learning experiences. Counselors will help students understand how each option supports different postsecondary goals. Students will then reflect on their interests and plans for after high school to choose one Future Ready Asset they want to pursue and outline the steps to get started.	30 minutes
ICAP Revisited	During an individual planning session with their school counselor, students will review and update their ICAP to reflect their current goals, interests, and progress. They will explore advanced academic options for junior and senior year, including dual credit and Advanced Placement courses, as well as professional studies programs such as NCC, MCC Early College Academy, Professional Studies, and NCAPS. Counselors will help students make connections between their Park Hill Future Ready Asset selection, career interests, and postsecondary goals, guiding them in planning a meaningful and personalized path for the remainder of high school.	20 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.