



Park Hill School District

Building Successful Futures • Each Student • Every Day

11th Grade Counseling Curriculum

Course Description: Students focus on preparing for life after high school by exploring postsecondary education and career pathways, developing skills needed for success, and updating their Individual Career and Academic Plan (ICAP). They engage in college and career readiness activities, including dual credit and AP course planning, professional studies programs, MCC Early College Academy, career exploration through Xello, and attending college visits or fairs. In parallel, students build social-emotional skills by learning to balance school, work, family, and community responsibilities, engaging in meaningful community service, and reinforcing strategies to support themselves and others in times of stress.

Course Standards: Missouri Learning Standards: School Counseling

Scope and Sequence:

Unit	Engaging Experiences
Future Ready Development	EE 1: ICAP Review and Update EE 2: Xello Lesson - Career Path Choices
Supporting Self and Others	EE 1: Xello Lesson - Work Life Balance EE 2: Intro to Community Service EE 3: A-C-T Suicide Prevention Add-on

Curriculum Revision Tracking

Fall 2025

- Updated Missouri Learning Standards
- Added Learning Targets
- Unit names changed:
 - Academic Identity → Future Ready Development
 - Social Identity → Supporting Self and Others

Unit 1: Future Ready Development

Subject: High School Counseling

Grade: 11

Name of Unit: Future Ready Development

Overview of Unit: Students will prepare for senior year and life after high school by continuing to develop postsecondary readiness skills. They will review and update their ICAP, recognize that career development is a process of constant change, research postsecondary options, and engage in career and college exploration. This unit helps students align their academic, career, and personal goals with their strengths, interests, and Future Ready Assets, creating a personalized roadmap for their final year of high school and beyond.

Priority Standards for unit:

- AD.2.A.3. Demonstrate skills needed for postsecondary education and/or work force.

Supporting Standards for unit:

- 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.
- 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.A.2. Synthesize career and educational information gathered from a variety of sources.
- CD.2.A.3. Integrate career and education information to identify next steps for personal career goals.
- CD.2.B.3. Apply research skills to obtain information on training and education requirements for postsecondary choices.
- CD.3.B.3. Implement job- and/or postsecondary seeking skills.

Learning Targets:

Priority Standard: AD.2.A.3. Demonstrate skills needed for postsecondary education and/or work force.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will demonstrate planning and organizational skills by updating their ICAP, setting next-step goals, and preparing action items related to senior year and postsecondary readiness.	Webb's DOK: 1
	Bloom's: Understanding
Students will reflect on their personal strengths and areas for growth to develop skills relevant to their postsecondary goals.	Webb's DOK: 2
	Bloom's: Applying
Students will explain how career development is a lifelong, evolving process and reflect on how changes in their interests, skills, and goals may influence future postsecondary or career decisions.	Webb's DOK: 3
	Bloom's: Analyzing
Students will analyze their strengths, interests, and Future Ready Assets to determine which skills they need to continue developing for success after high school.	Webb's DOK: 3
	Bloom's: Analyzing

Essential Questions:

1. How can exploring career pathways, postsecondary options, and personal strengths help me prepare for success after high school?

Enduring Understanding/Big Ideas:

1. By identifying their skills, interests, and values, exploring career pathways and postsecondary opportunities, and updating their ICAP, students can make informed decisions about coursework, Future Ready Assets, and postsecondary plans. These actions help them develop the skills and experiences needed to succeed in college, technical training, the military, or the workforce.

Unit Vocabulary:

- ICAP (Individual Career and Academic Plan)
- Future Ready Asset
- Dual credit
- Advanced Placement (AP)
- Professional Studies Programs:
Aspiring Medical Professionals,
Aspiring Educators, Aspiring Professional, NCC, NCAPS, MCC
Early College Academy
- Career clusters and pathways
- Postsecondary education
- Workforce skills
- College visits
- A+ Scholarship eligibility
- Goal setting

Engaging Experiences

Engaging Experience 1

Title: ICAP Preparation Presentation

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AD.2.A.3. Demonstrate skills needed for postsecondary education and/or work force.

Supporting:

- 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.
- CD.1.A.3. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
- CD.2.A.2. Synthesize career and educational information gathered from a variety of sources.
- CD.2.A.3. Integrate career and education information to identify next steps for personal career goals.
- CD.2.B.3. Apply research skills to obtain information on training and education requirements for postsecondary choices.
- CD.3.B.3. Implement job- and/or postsecondary seeking skills.

Detailed Description/Instructions: In this lesson, students will review and update their ICAP to reflect current goals, interests, and progress. They will explore senior-year academic options, including dual credit, AP courses, and professional studies programs such as NCC, MCC Early College Academy, Park Hill Professional Studies, and NCAPS. Counselors will guide students in revisiting their Future Ready Asset selection, monitoring A+ Scholarship progress, selecting a post-secondary admission assessment (if needed) and connecting choices to career and postsecondary goals. Students will also plan and prepare for college visits, including what to look for and questions to ask. This session helps students create a personalized roadmap for completing high school and preparing for life after graduation.

Bloom's Levels: Understanding

Webb's DOK: 1

Engaging Experience 2

Title: ICAP Review and Update

Suggested Length of Time: 20 minutes

Standards Addressed

Priority:

- AD.2.A.3. Demonstrate skills needed for postsecondary education and/or work force.

Supporting:

- 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.
- 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.A.2. Synthesize career and educational information gathered from a variety of sources.
- CD.2.A.3. Integrate career and education information to identify next steps for personal career goals.
- CD.2.B.3. Apply research skills to obtain information on training and education requirements for postsecondary choices.
- CD.3.B.3. Implement job- and/or postsecondary seeking skills.

Detailed Description/Instructions: During an individual ICAP planning session with their school counselor, students will review and update their ICAP to reflect current goals, interests, and progress. They will explore senior-year academic options, including dual credit, AP courses, and professional studies programs such as NCC, MCC Early College Academy, Park Hill Professional Studies, and NCAPS. Counselors will guide students in revisiting their Future Ready Asset selection, monitoring A+ Scholarship progress, and connecting choices to career and postsecondary goals. Students will also plan and prepare for college visits, including what to look for and questions to ask. This session helps students create a personalized roadmap for completing high school and preparing for life after graduation.

Bloom's Levels: Creating

Webb's DOK: 4

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
ICAP Preparation Presentation	In this lesson, students will review and update their ICAP to reflect current goals, interests, and progress. They will explore senior-year academic options, including dual credit, AP courses, and professional studies programs such as NCC, MCC Early College Academy, Park Hill Professional Studies, and NCAPS. Counselors will guide students in revisiting their Future Ready Asset selection, monitoring A+ Scholarship progress, selecting a post-secondary admission assessment (if needed) and connecting choices to career and postsecondary goals. Students will also plan and prepare for college visits, including what to look for and questions to ask. This session helps students create a personalized roadmap for completing high school and preparing for life after graduation.	30 minutes
ICAP Review and Update	During an individual ICAP planning session with their school counselor, students will review and update their ICAP to reflect current goals, interests, and progress. They will explore senior-year academic options, including dual credit, AP courses, and professional studies programs such as NCC, MCC Early College Academy, Park Hill Professional Studies, and NCAPS. Counselors will guide students in revisiting their Future Ready Asset selection, monitoring A+ Scholarship progress, and connecting choices to career and postsecondary goals. Students will also plan and prepare for college visits, including what to look for and questions to ask. This session helps students create a personalized roadmap for completing high school and preparing for life after graduation.	20 minutes

Unit 2: Supporting Self and Others

Subject: High School Counseling

Grade: 11

Name of Unit: Supporting Self and Others

Overview of Unit: Students will focus on balancing their responsibilities across school, work, family, and community while exploring ways to contribute meaningfully to their communities. Through lessons in Xello, hands-on activities, and guided discussions, students will identify resources to support their well-being, practice work-life balance strategies, and explore community service opportunities that align with their interests and strengths. Additionally, students will review the A-C-T (Acknowledge, Care, Tell) steps for supporting themselves and others in times of stress, reinforcing empathy, social-emotional awareness, and responsible decision-making.

Priority Standards for unit:

- IID.5.B.3. Identify and utilize resources to help balance family, school, work, and local community roles.
- IID.5.C.1. Identify activities the individual student might participate in to become a contributing member of a community.
- 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.2.A.3. Utilize decision-making skills to make safe and healthy life choices.
- IID.3.A.1. Demonstrate the ability to communicate about safe boundaries in relationships.
- IID.3.B.1. Recognize personal responsibility in conflict situations.
- IID.3.B.2. Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.
- IID.4.A.2. Exhibit respect for different cultures and points of view.
- IID.4.B.2. Practice perspective-taking to effectively collaborate with others.

Learning Targets:

Priority Standard: IID.5.B.3. Identify and utilize resources to help balance family, school, work, and local community roles.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify personal, school, and community resources that can help manage responsibilities across family, school, work, and community roles.	Webb's DOK: 1
	Bloom's: Remembering
Students will evaluate how different resources can support time management and stress reduction in balancing multiple responsibilities.	Webb's DOK: 3
	Bloom's: Analyzing
Students will apply strategies for effectively using resources to handle academic, work, and personal commitments.	Webb's DOK: 2
	Bloom's: Applying
Students will demonstrate problem-solving skills when challenges arise in managing competing responsibilities.	Webb's DOK: 3
	Bloom's: Analyzing
Students will reflect on their current balance of roles and adjust their use of available resources to improve overall well-being and effectiveness.	Webb's DOK: 4
	Bloom's: Evaluating

Priority Standard: IID.5.C.1. Identify activities the individual student might participate in to become a contributing member of a community.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will explore different community service and engagement opportunities available at school and in the local community.	Webb's DOK: 1
	Bloom's: Remembering
Students will identify activities that align with their interests, strengths, and values while contributing positively to others.	Webb's DOK: 1
	Bloom's: Remembering
Students will evaluate the potential impact of participating in various community activities.	Webb's DOK: 3
	Bloom's: Analyzing

Students will brainstorm possible community engagement activities during the school year.	Webb's DOK: 2
	Bloom's: Applying

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 can I balance my responsibilities and contribute to my community while maintaining my well-being?

Enduring Understanding/Big Ideas:

1. Balancing responsibilities and contributing to the community requires identifying and using available resources, setting priorities, and practicing self-care. Engaging in meaningful activities that align with personal interests and strengths supports personal growth, well-being, and a positive impact on others.

Unit Vocabulary:

- Self-efficacy
- Mindfulness
- Time management
- Work-life balance
- Community engagement
- Empathy
- Perspective-taking
- Social-emotional skills
- Resources
- Wellbeing

Engaging Experiences

Engaging Experience 1

Title: Xello Lesson - Work Life Balance

Suggested Length of Time: 35 minutes

Standards Addressed

Priority:

- IID.5.B.3. Identify and utilize resources to help balance family, school, work, and local community roles.
- IID.4.B.1. Understand the need for self-compassion to be empathic towards others.

Supporting:

- IID.2.A.3. Utilize decision-making skills to make safe and healthy life choices.
- IID.3.B.2. Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.
- IID.4.B.2. Practice perspective-taking to effectively collaborate with others.

Detailed Description/Instructions: Students will use Xello to explore strategies for balancing school, work, family, and community responsibilities. They will identify personal priorities, time management strategies, and available resources to support their well-being. Students will reflect on how achieving balance can help them make informed decisions about academics, extracurriculars, and future career planning.

Bloom's Levels: Applying

Webb's DOK: 2

Engaging Experience 2

Title: Intro to Community Service

Suggested Length of Time: 35 minutes

Standards Addressed

Priority:

- IID.5.C.1. Identify activities the individual student might participate in to become a contributing member of a community.
- IID.4.B.1. Understand the need for self-compassion to be empathic towards others.

Supporting:

- IID.4.B.2. Practice perspective-taking to effectively collaborate with others.

Detailed Description/Instructions: Students will explore a variety of community service opportunities that align with their interests and strengths. Rather than focusing on traditional tasks, students will consider activities that they enjoy—such as cooking, tutoring, or volunteering

at a food pantry—that can benefit others while supporting their own mental health. Counselors will help students connect these experiences to developing empathy, gaining perspective, and building skills for their resume and future career pathways. Students will reflect on how meaningful community engagement contributes to both personal growth and the well-being of their community.

Bloom’s Levels: Understanding

Webb’s DOK: 1

Engaging Experience 3

Title: A-C-T Suicide Prevention Add-on

Suggested Length of Time: 5-10 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: As part of another lesson in this unit, students will review the A-C-T (Acknowledge, Care, Tell) steps for supporting themselves and others when noticing signs of depression, stress, or suicidal thoughts. This brief review reinforces awareness of warning signs, practicing empathy, and the importance of reaching out to a trusted adult, building on the social-emotional skills learned earlier.

Bloom’s Levels: Applying

Webb’s DOK: 2

Summary of Engaging Learning Experiences for Topics

Engaging Experience Title	Description	Suggested Length of Time
Xello Lesson - Work Life Balance	Students will use Xello to explore strategies for balancing school, work, family, and community responsibilities. They will identify personal priorities, time management strategies, and available resources to support their well-being. Students will reflect on how achieving balance can improve productivity, reduce stress, and help them make informed decisions about academics, extracurriculars, and future career planning.	35 minutes
Intro to Community Service	Students will explore a variety of community service opportunities that align with their interests and strengths. Rather than focusing on traditional tasks, students will consider activities that they enjoy—such as cooking, tutoring, or volunteering at a food pantry—that can benefit others while supporting their own mental health. Counselors will help students connect these experiences to developing empathy, gaining perspective, and building skills for their resume and future career pathways. Students will reflect on how meaningful community engagement contributes to both personal growth and the well-being of their community.	35 minutes
<i>Add-on:</i> A-C-T Suicide Prevention Lesson	As part of another lesson in this unit, students will review the A-C-T (Acknowledge, Care, Tell) steps for supporting themselves and others when noticing signs of depression, stress, or suicidal thoughts. This brief review reinforces awareness of warning signs, practicing empathy, and the importance of reaching out to a trusted adult, building on the social-emotional skills learned earlier.	5-10 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.