



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 12th Grade Counseling Curriculum

**Course Description:** This curriculum supports seniors as they prepare for life after high school by developing both personal and postsecondary readiness skills. Students will learn to cope with difficult situations, advocate for their own safety and the safety of others, practice self-compassion, and use perspective-taking to build healthy relationships and navigate life transitions. At the same time, students will update and refine their Individual Career and Academic Plan (ICAP), explore postsecondary and career pathways, evaluate multiple options, and strengthen future-ready skills such as communication, organization, problem-solving, and self-advocacy. Students will be better equipped to make informed decisions, manage change, and successfully transition into college, career, military settings.

**Course Standards:** Missouri Learning Standards: School Counseling

### Scope and Sequence:

| Unit                                                      | Engaging Experiences                                                                                                         |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <a href="#"><u>Unit 1: Supporting Self and Others</u></a> | <a href="#"><u>EE 1: A-C-T Suicide Prevention Add-on</u></a><br><a href="#"><u>EE 2: Graduation Nerves</u></a>               |
| <a href="#"><u>Unit 2: Future Ready Development</u></a>   | <a href="#"><u>EE 1: ICAP Meeting Prep</u></a><br><a href="#"><u>EE 2: Xello Lesson - Workplace Skills and Attitudes</u></a> |

# Curriculum Revision Tracking

## Fall 2025

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

## Unit 1: Supporting Self and Others

**Subject:** High School Counseling

**Grade:** 12

**Name of Unit:** Supporting Self and Others

**Overview of Unit:** Seniors will experience increasingly complex situations as they enter the next stage of their lives. Using examples such as identifying and seeking help for oneself and others experiencing distress, along with transitioning to life after school – students will learn to identify how to cope with difficult situations and balance their personal, family, school, community and work roles.

### Priority Standards for unit:

- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- 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.
- IID.4.B.2. Practice perspective-taking to effectively collaborate with others

### Supporting Standards for unit:

- IID.1.A.1. Identify when reactions are creating dysregulation/causing distress.
- 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.5.C.3. Demonstrate respect for individuals within diverse groups.

### Learning Targets:

| Priority Standard: IID.1.B.1. Apply strategies to cope with difficult situations in the moment. |                      |
|-------------------------------------------------------------------------------------------------|----------------------|
| Learning Targets                                                                                | Webb's DOK Level     |
|                                                                                                 | Bloom's Level        |
| Students will identify when reactions are creating dysregulation and/or causing stress.         | Webb's DOK: 1        |
|                                                                                                 | Bloom's: Remembering |
| Students will advocate for the personal safety of self and others.                              | Webb's DOK: 4        |
|                                                                                                 | Bloom's: Evaluating  |

|                                                                                                                         |                     |
|-------------------------------------------------------------------------------------------------------------------------|---------------------|
| Students will self-assess personal problem solving and conflict-resolution skills to enhance relationships with others. | Webb's DOK:4        |
|                                                                                                                         | Bloom's: Evaluating |

| <b>Priority Standard:</b> 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     |

| <b>Priority Standard:</b> 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 emotions associated with major life transitions, especially those that may be unexpected.   | Webb's DOK: 1          |
|                                                                                                                    | Bloom's: Remembering   |
| Students will recognize situations in which practicing self-compassion can improve relationships and interactions. | Webb's DOK: 1          |
|                                                                                                                    | Bloom's: Understanding |

|                                                                                                             |                   |
|-------------------------------------------------------------------------------------------------------------|-------------------|
| Students will apply self-compassion strategies when experiencing life transitions.                          | Webb's DOK: 2     |
|                                                                                                             | Bloom's: Applying |
| Students will reflect on how self-compassion can strengthen their ability to understand and support others. | Webb's DOK: 2     |
|                                                                                                             | Bloom's: Applying |

| <b>Priority Standard: IID.4.B.2. Practice perspective-taking to effectively collaborate with others</b>               |                         |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------|
| <b>Learning Targets</b>                                                                                               | <b>Webb's DOK Level</b> |
|                                                                                                                       | <b>Bloom's Level</b>    |
| Students will identify and explain their own perspective about graduation and post-high school transitions.           | Webb's DOK: 1           |
|                                                                                                                       | Bloom's: Remembering    |
| Students will listen to and reflect on classmates' perspectives that may be different from their own.                 | Webb's DOK: 2           |
|                                                                                                                       | Bloom's: Applying       |
| Students will compare multiple viewpoints about shared experiences like graduation, change, and future plans.         | Webb's DOK: 2           |
|                                                                                                                       | Bloom's: Applying       |
| Students will practice respectful discussion skills by asking questions and responding thoughtfully to others' ideas. | Webb's DOK: 3           |
|                                                                                                                       | Bloom's: Analyzing      |
| Students will reflect on how understanding different perspectives can improve collaboration and group discussions.    | Webb's DOK: 2           |
|                                                                                                                       | Bloom's: Applying       |

**Essential Questions:**

1. How can I support myself and others through difficult situations and life transitions in healthy, safe, and empathetic ways?

**Enduring Understanding/Big Ideas:**

1. Life transitions and challenges are inevitable, but by using coping strategies, practicing self-compassion, recognizing when support is needed, advocating for safety, and considering others' perspectives, individuals can navigate difficult situations in healthier ways and build stronger, more supportive relationships.

**Unit Vocabulary:**

- Coping skills
- Emotional distress
- Empathy
- Perspective-taking
- Mental or emotional needs
- Problem-solving methods
- Healthy boundaries
- Cultural diversity
- Life transitions

## Engaging Experiences

### **Engaging Experience 1:**

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

**Suggested Length of Time:** 5-10 minutes

#### **Standards Addressed**

##### *Priority:*

- IID.1.B.1. Apply strategies to cope with difficult situations in the moment.
- IID.2.A.4. Advocate for the personal safety of self and others.

##### *Supporting:*

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

### **Engaging Experience 2**

**Title:** Graduation Nerves

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

##### *Priority:*

- IID.4.B.1. Understand the need for self compassion to be empathic towards others.
- IID.4.B.2. Practice perspective-taking to effectively collaborate with others.

##### *Supporting:*

- IID.5.C.3. Demonstrate respect for individuals within diverse groups.

**Detailed Description/Instructions:** As students prepare to transition to a new stage in their lives, they may encounter a variety of thoughts, feelings, and emotions. Becoming aware of their own reaction to this transition, along with understanding how their peers are experiencing this, can help build empathy and identify different perspectives.

**Bloom's Levels:** Evaluating

**Webb's DOK:** 4

## Summary of Engaging Learning Experiences for Topics

| Engaging Experience Title          | Description                                                                                                                                                                                                                                                                                                             | Suggested Length of Time |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| SOS/ACT Prevention Lesson          | Students will participate in a suicide prevention lesson. This lesson may be combined with another lesson in the 12th Grade School Counseling curriculum as a refresher of what they learned during the Signs of Suicide program.                                                                                       | 10 minutes               |
| Managing Postsecondary Transitions | As students prepare to transition to a new stage in their lives, they may encounter a variety of thoughts, feelings, and emotions. Becoming aware of their own reaction to this transition, along with understanding how their peers are experiencing this, can help build empathy and identify different perspectives. | 30 minutes               |

## Unit 2: Future Ready Development

**Subject:** High School Counseling

**Grade:** 12

**Name of Unit:** Future Ready Development

**Overview of Unit:** This unit will provide students with the opportunity to update and revise their Individual Career and Academic Plans (ICAP). These plans are developed based on students' goals for after high school. They are comprised of information needed for decision-making, such as test scores, course history, and extra-curricular activities and experiences. In addition to updating their ICAP, students will review future ready skills as they transition out of high school.

**Priority Standards for unit:**

- CD.2.B.4. Demonstrate knowledge and understanding of levels of training and education required for postsecondary choices and life career goals.
- AD.1.A.3. Demonstrate ability to evaluate multiple options to make a decision.
- AD.2.A.3. Demonstrate skills needed for postsecondary education and/or workforce.

**Supporting Standards for unit:**

- CD.1.A.3. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
- CD.1.B.3. Demonstrate respect for all work as important, valuable, and necessary in maintaining a local, state, and global society.
- CD.2.A.3. Integrate career and education information to identify next steps for personal career goals.
- CD.3.A.3. Assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.
- CD.3.B.4. Apply learned skills to postsecondary education and/or work.
- AD.1.B.4. Demonstrate ownership of learning.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

**Learning Targets:**

| <b>Priority Standard:</b> CD.2.B.4. Demonstrate knowledge and understanding of levels of training and education required for postsecondary choices and life career goals. |                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Learning Targets                                                                                                                                                          | Webb's DOK Level       |
|                                                                                                                                                                           | Bloom's Level          |
| Students will be able to identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.                                  | Webb's DOK: 1          |
|                                                                                                                                                                           | Bloom's: Understanding |
| Students will be willing to explore all career options, regardless of the type of post-secondary training required.                                                       | Webb's DOK: 2          |
|                                                                                                                                                                           | Bloom's: Applying      |
| Students will integrate career and education information to identify next steps for personal career goals.                                                                | Webb's DOK: 4          |
|                                                                                                                                                                           | Bloom's: Evaluating    |
| Students will assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.                                                           | Webb's DOK: 3          |
|                                                                                                                                                                           | Bloom's: Analyzing     |

| <b>Priority Standard:</b> AD.1.A.3. Demonstrate ability to evaluate multiple options to make a decision.                                         |                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Learning Targets                                                                                                                                 | Webb's DOK Level     |
|                                                                                                                                                  | Bloom's Level        |
| Students will identify multiple postsecondary or career options that align with their ICAP goals.                                                | Webb's DOK: 1        |
|                                                                                                                                                  | Bloom's: Remembering |
| Students will analyze the benefits, challenges, and requirements of each option using available data (test scores, course history, experiences). | Webb's DOK: 3        |
|                                                                                                                                                  | Bloom's: Analyzing   |
| Students will evaluate how well each option aligns with their strengths, interests, and future-ready skills.                                     | Webb's DOK: 4        |
|                                                                                                                                                  | Bloom's: Evaluating  |
| Students will select and justify a preferred pathway based on evidence gathered from evaluating multiple options.                                | Webb's DOK: 4        |
|                                                                                                                                                  | Bloom's: Evaluating  |

**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 professional communication skills (email, interview responses, workplace etiquette) needed for post-secondary or employment settings. | Webb's DOK: 2     |
|                                                                                                                                                                 | Bloom's: Applying |
| Students will apply time management and organizational strategies to meet deadlines related to college, training, or job requirements.                          | Webb's DOK: 2     |
|                                                                                                                                                                 | Bloom's: Applying |
| Students will practice problem-solving and critical-thinking skills through real-world postsecondary or workplace scenarios.                                    | Webb's DOK: 2     |
|                                                                                                                                                                 | Bloom's: Applying |
| Students will demonstrate self-advocacy skills by seeking information, asking questions, or requesting support when needed.                                     | Webb's DOK: 2     |
|                                                                                                                                                                 | Bloom's: Applying |

### **Essential Questions:**

1. How can I use my ICAP, my strengths, and reliable information about careers and training options to make informed decisions about my life after high school?

### **Enduring Understanding/Big Ideas:**

1. By understanding the training and education required for different pathways, evaluating multiple options, and developing future-ready assets, students can use their ICAP to make informed, flexible, and realistic decisions about postsecondary education, careers, and the workforce.

### **Unit Vocabulary:**

- Future Ready Assets
- Individual Career and Academic Plan (ICAP)
- Career cluster
- College and career ready
- Transcript request
- FAFSA
- Financial aid
- Dual/AP credit transcripts
- Scholarships
- Test score report request
- College application
- Decision Day
- Military rea

## Engaging Experiences

### **Engaging Experience 1**

**Title:** ICAP Meeting Prep

**Suggested Length of Time:** 30 minutes (when combined with a small group preparation session; ongoing individual meetings with seniors held as needed)

#### **Standards Addressed**

##### *Priority:*

- CD.2.B.4. Demonstrate knowledge and understanding of levels of training and education required for postsecondary choices and life career goals.
- AD.1.A.3. Demonstrate ability to evaluate multiple options to make a decision.
- AD.2.A.3. Demonstrate skills needed for postsecondary education and/or workforce.

##### *Supporting:*

- CD.1.A.3. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
- CD.2.A.3. Integrate career and education information to identify next steps for personal career goals.
- AD.1.B.4. Demonstrate ownership of learning.
- AD.3.B.2. Demonstrate ability to set goals for post-secondary education, technical training, military service, and/or workforce.

**Detailed Description/Instructions:** Seniors will review their ICAP and identify gaps or needs they have that can be worked on during their senior year. When possible, seniors will prepare for this meeting in smaller groups in their Home Room/Tutorial/Community Time classes. They will also identify questions for their school counselor in advance of their individual senior meeting. Each senior then meets individually with their school counselor to review the ICAP and fine-tune their postsecondary plan.

**Bloom's Levels:** Analyzing

**Webb's DOK:** 3

### **Engaging Experience 2**

**Title:** Xello Lesson - Workplace Skills and Attitudes

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

##### *Priority:*

- CD.2.B.4. Demonstrate knowledge and understanding of levels of training and education required for postsecondary choices and life career goals.

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

*Supporting:*

- CD.1.B.3. Demonstrate respect for all work as important, valuable, and necessary in maintaining a local, state, and global society.
- CD.3.A.3. Assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.
- CD.3.B.4. Apply learned skills to postsecondary education and/or work.
- 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 learn about future ready or employability skills and reflect on their level of comfort and confidence with these topics. They will complete the Workplace Skills and Attitudes lesson in Xello. Then, seniors will add knowledge and skills they are missing in these areas to their ICAP.

**Bloom's Levels:** Analyzing

**Webb's DOK:** 3

## Summary of Engaging Learning Experiences for Topics

| <b>Engaging Experience Title</b>              | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Suggested Length of Time</b> |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| ICAP Meeting Prep                             | Seniors will review their ICAP and identify gaps or needs they have that can be worked on during their senior year. When possible, seniors will prepare for this meeting in smaller groups in their Home Room/Tutorial/Community Time classes. They will also identify questions for their school counselor in advance of their individual senior meeting. Each senior then meets individually with their school counselor to review their ICAP and fine-tune their postsecondary plan. | 30 minutes                      |
| Xello Lesson - Workplace Skills and Attitudes | Students will learn about future ready or employability skills and reflect on their level of comfort and confidence with these topics. They will complete the Workplace Skills and Attitudes lesson in Xello. Then, seniors will add knowledge and skills they are missing in these areas to their ICAP.                                                                                                                                                                                | 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 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.