



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 10th Grade Counseling Curriculum

**Course Description:** In this course, sophomores will gain awareness and skills that will enhance their ability to manage their emotions, engage positively with their community, and plan for their career and academic futures. They will continue reviewing and updating their Individual Career and Academic Plan (ICAP), analyzing their strengths and weaknesses; exploring their academic and career interests; learning about Professional Studies opportunities; and investigating post-secondary opportunities as they pertain to their future college/career goals. Sophomores will also learn the value of getting involved in clubs, activities, and community service opportunities.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
Varies	Social-Emotional Learning	Topic 1: Self-Management
Varies	College and Career Planning	Topic 1: Postsecondary Planning
Varies	Engaged School Citizens	Topic 1: Getting Involved

# Topic 1: Self-Management

## **Engaging Experience 1**

**Title:** Managing emotions

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- SE.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.

*Supporting:*

- SE.3.C.10: Analyze and refine individual coping skills to manage life-changing events.
- AD.4.B.10: Assess and apply self-management system to meet increased academic demands.
- SE.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.
- SE.3.B.10: Evaluate and review resources that address personal safety issues.

**Detailed Description/Instructions:** Students will learn various techniques in how to manage their emotions and stress levels. Students will learn some basic skills in how to take control when they are feeling anxious, overwhelmed, or overly stressed. These techniques will include, but not limited to, mindfulness, coping skills, learning positive self-talk, time management skills, organizational skills, maintaining a healthy life balance, and others. Students will also be made aware of school/community resources and supports that can help them manage their emotions. These techniques and skills can be taught through the use of classroom lessons, class discussions, or guest speakers.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 3

## **Engaging Experience 2**

**Title:** Suicide Prevention

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- SE.1.A.10: Implement skills necessary to exhibit and maintain a positive self-concept.

*Supporting:*

- SE.3.A.10: Utilize decision-making skills to evaluate risk-taking behavior.
- SE.3.B.10: Evaluate and review resources that address personal safety issues.
- SE.3.C.10: Analyze and refine individual coping skills to manage life-changing events.

- AD.4.B.10: Assess and apply self-management system to meet increased academic demands.

**Detailed Description/Instructions:** Students will engage in a lesson about the suicide prevention hotline. Students will identify potential warning signs and practice the ACT (Acknowledge, Care, Tell) technique. Students will develop a script where a person is calling a hotline and communicating warning signs that could lead to a suicide attempt. Students can use the "Warning Signs" information sheet to guide the development of their script.

\*The Suicide Hotline lesson plan and worksheet is included in the Counselors and Social Workers Resources group on Schoology.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 3

## Engaging Scenario

### **Engaging Scenario**

Students will update their self-care plans.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Self-Management	Managing Emotions	<p>Students will learn various techniques in how to manage their emotions and stress levels. Students will learn some basic skills in how to take control when they are feeling anxious, overwhelmed, or overly stressed. These techniques will include, but not limited to, mindfulness, coping skills, learning positive self-talk, time management skills, organizational skills, maintaining a healthy life balance, and others. Students will also be made aware of school/community resources and supports that can help them manage their emotions. These techniques and skills can be taught through the use of classroom lessons, class discussions, or guest speakers.</p>	30 minutes
Self-Management	Suicide Prevention	<p>Students will engage in a lesson about the suicide prevention hotline. Students will identify potential warning signs and practice the ACT (Acknowledge, Care, Tell) technique. Students will develop a script where a person is calling a hotline and communicating warning signs that could lead to a suicide attempt. Students can use the "Warning Signs" information sheet to guide the development of their script.</p> <p>*The Suicide Hotline lesson plan and worksheet is included in the Counselors and Social Workers Resources group on Schoology</p>	30 minutes

## Unit 2: College and Career Planning

**Subject:** High School Counseling

**Grade:** 10

**Name of Unit:** College and Career Planning

**Length of Unit:** varies

**Overview of Unit:** Sophomores will continue reviewing and updating their Individual Career and Academic Plan (ICAP). To enhance the ICAP process, and to help them explore their future college/career goals, students will explore and investigate: their own strengths and weaknesses; their academic and career interests; Professional Studies opportunities; and post-secondary college/career opportunities.

**Priority Standards for unit:**

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

**Supporting Standards for unit:**

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.
- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.
- CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
To expand awareness of the relationship between high school options and post-secondary options.	Self-assess	Understand	Level 2
To expand awareness of the relationship between high school options and post-secondary options.	Apply information	Apply	Level 3

**Essential Questions:**

1. How does my choice of courses and involvement in activities affect my post-secondary opportunities?
2. How will the classes I take my junior and senior year of high school help me prepare for my future?

**Enduring Understanding/Big Ideas:**

1. Post-secondary schools have specific admission standards that must be met by high school course choices.
2. Recognizing my own strengths and weaknesses are important to the decision-making process.
3. The ICAP reflects my individual goals.
4. Students understand the 11th and 12th grades curriculum options.
5. Students use applicable career and post-secondary resources to investigate themselves and the world of work.
6. Understanding other post-secondary non-college options available.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Life choice Self-awareness Careers Graduation Requirements College/University Military Technical/Training Schools	Dual credit AP exams Accuplacer College entrance exam scores ASVAB, ACT, Practice ACT Pathways and clusters Admission requirements College credit and terminology Professional studies programs Internship and Shadowing NCC, NCAPS, MCC-BTC

# Topic 1: Post-Secondary Planning

## **Engaging Experience 1**

**Title:** Explore Dual Credit and Advanced Placement Options

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

*Supporting:*

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.
- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.

### **Detailed Description/Instructions:**

Students will learn about AP and Dual Credit opportunities at their school. They will develop an understanding of how these types of classes are different and how the college credits can be earned. This lesson may include, but not limited to: Homeroom/Tutorial lessons about Dual Credit and AP Options or guest speakers and presentations. This could also include informational sessions during parent meetings (Coffee and Conversation, parent night, etc.), and information sessions and/or information booths during an enrollment night.

**Bloom's Levels:** understand

**Webb's DOK:** Level 2

## **Engaging Experience 2**

**Title:** Professional Studies Programs Exploration (NCC, BTC-Early College, Professional Studies, NCAPS)

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.



*Supporting:*

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.
- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.

**Detailed Description/Instructions:**

Students will learn about the various Professional Studies program opportunities available to them for their junior and senior year of high school. They will learn specific information about the different types of programs, the application process, and how these programs can help them meet their own personal postsecondary career and college goals. This information can be delivered in a variety of ways. Some may include, but not limited to information sessions or presentations at parent meetings; presentations during 10th grade small and large group meetings; and classroom lessons during Tutorial/homeroom. Instructors and students in the Professional Studies programs could serve as guest speakers and present their programs to students; Professional Studies programs could host information booths or information sessions at enrollment nights; students could participate in field trips, tours and shadowing experiences; and each program's open house events will be promoted to parents/guardians.

**Bloom's Levels:** Understand

**Webb's DOK:** Level 2

**Engaging Experience 3**

**Title:** Explore academic options for 11th and 12th grade

**Suggested Length of Time:** 30-60 minutes

**Standards Addressed**

*Priority:*

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

*Supporting:*

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.

- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.
- AD.4.A.10: Assess and apply educational skills necessary to progress toward individual life-long learning goals.

**Detailed Description/Instructions:**

Through the enrollment process, students will learn academic and class options for the 11th and 12th grade school years. This information can be delivered by, but not limited to: classroom presentations about enrollment, academic programs, and class options; information presentations and information booths at enrollment night; and curriculum and enrollment presentations during parent meetings (parent nights, Coffee Conversation, etc.). Students will also review and update their Individual Career and Academic Plan.

**Bloom’s Levels:** Apply

**Webb’s DOK:** Level 3

**Engaging Experience 4**

**Title:** Career exploration

**Suggested Length of Time:** 30 min

**Standards Addressed**

*Priority:*

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

*Supporting:*

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.
- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

**Detailed Description/Instructions:** Students will complete career related activities to help them explore and assess their own interests, strengths, weaknesses, as it pertains to their future career plans. This could include, but not limited to, classroom presentations, guest speakers, career interest inventories (Naviance and others). Students will be introduced to, and utilize, various

tools and websites to help them learn more information about various careers. This exploration could include shadowing/internship opportunities offered during the school year and in the summer.

**Bloom's Levels:** Understand

**Webb's DOK:** Level 2

### **Engaging Experience 5**

**Title:** Postsecondary options exploration

**Suggested Length of Time:** 30 min

#### **Standards Addressed**

*Priority:*

- AD.5.A.10: Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.

*Supporting:*

- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.
- CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.
- AD.6.A.10: Explore options and resources available to further develop a Personal Plan of Study for lifelong learning.
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

**Detailed Description/Instructions:** Students will be exposed to various post-secondary training opportunities to help them make educated and informed decisions about options after high school. This will include exploration of 2-year and 4-year college/university, certificate programs, career and technical centers, military options, and apprenticeship programs. Utilizing college related websites and Naviance tools can be used as resources. Activities can also include, but not limited to, the following: classroom lessons, guest speakers, parent nights, college fairs, website resources, college searches, college tours, and summer opportunities.

**Bloom's Levels:** Understand

**Webb's DOK:** Level 2

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Individual Career and Academic Plan (ICAP) - Using the lessons and activities in this unit, sophomores will review and update their Individual Career and Academic Plan. It will reflect their new discoveries about course offerings, career interests, strengths/weaknesses, and postsecondary opportunities.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Post secondary Planning	Explore Dual Credit and Advanced Placement Options	<p>Students will learn about AP and Dual Credit opportunities at their school. They will develop an understanding of how these types of classes are different and how the college credits can be earned.</p> <p>This lesson may include, but not limited to: Homeroom/Tutorial lessons about Dual Credit and AP Options or guest speakers and presentations.</p> <p>This could also include informational sessions during parent meetings (Coffee and Conversation, parent night, etc.), and information sessions and/or information booths during an enrollment night.</p>	30 minutes
Post secondary Planning	Professional Studies Programs Exploration (NCC, BTC-Early College, Professional Studies, NCAPS)	<p>Students will learn about the various Professional Studies program opportunities available to them for their junior and senior year of high school. They will learn specific information about the different types of programs, the application process, and how these programs can help them meet their own personal postsecondary career and college goals.</p> <p>This information can be delivered in a variety of ways. Some may include, but not limited to information sessions or presentations at parent meetings; presentations during 10th grade small and large group meetings; and classroom lessons during Tutorial/homeroom. Instructors and students in the Professional Studies programs could serve as guest speakers and present their programs to students; Professional Studies programs could host information booths or information sessions at enrollment nights; students could participate in field trips, tours and shadowing experiences; and each program's open house events will be promoted to parents/guardians.</p>	30 minutes

<p>Post secondary Planning</p>	<p>Explore academic options for 11th and 12th grade</p>	<p>Through the enrollment process, students will learn academic and class options for the 11th and 12th grade school years. This information can be delivered by, but not limited to: classroom presentations about enrollment, academic programs, and class options; information presentations and information booths at enrollment night; and curriculum and enrollment presentations during parent meetings (parent nights, Coffee Conversation, etc.). Students will also review and update their Individual Career and Academic Plan.</p>	<p>30 minutes</p>
<p>Post secondary Planning</p>	<p>Career Exploration</p>	<p>Students will complete career related activities to help them explore and assess their own interests, strengths, weaknesses, as it pertains to their future career plans. This could include, but not limited to, classroom presentations, guest speakers, career interest inventories (Naviance and others). Students will be introduced to, and utilize, various tools and websites to help them learn more information about various careers. This exploration could include shadowing/internship opportunities offered during the school year and in the summer.</p>	<p>30 minutes</p>
<p>Post secondary Planning</p>	<p>Postsecondary Options Exploration</p>	<p>Students will be exposed to various post-secondary training opportunities to help them make educated and informed decisions about options after high school. This will include exploration of 2-year and 4-year college/university, certificate programs, career and technical centers, military options, and apprenticeship programs. Utilizing college related websites and Naviance tools can be used as resources. Activities can also include, but not limited to, the following: classroom lessons, guest speakers, parent nights, college fairs, website resources, college searches, college tours, and summer opportunities.</p>	<p>30 minutes</p>

## Unit 3: Engaged School Citizens

**Subject:** High School Counseling

**Grade:** 10

**Name of Unit:** Engaged School Citizens

**Length of Unit:** varies

**Overview of Unit:** Students will learn the value of getting involved in community service opportunities, clubs, and activities within the school and within the local community. Being an engaged and involved school citizen will help students prepare for their postsecondary goals, learn the value of teamwork, and develop a level of understanding and respect for others of diverse backgrounds.

**Priority Standards for unit:**

- SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.

**Supporting Standards for unit:**

- SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others
- CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.
- SE.2.B.10: Promote acceptance and respect for cultural differences within the global community.
- SE.2.A.10: Practice interpersonal skills in order to help maintain quality relationships.

<b>Unwrapped Concepts (Students need to know)</b>	<b>Unwrapped Skills (Students need to be able to do)</b>	<b>Bloom's Taxonomy Levels</b>	<b>Webb's DOK</b>
in activities that help the individual student become a contributing member of a global community	Identify	Remember	Level 1
in activities that help the individual student become a contributing member of a global community	Participate	Apply	Level 2

**Essential Questions:**

1. Why is it important to be engaged citizens?
2. Why is teamwork important?
3. Why is it important to have respect for others of diverse backgrounds?

**Enduring Understanding/Big Ideas:**

1. Teamwork is essential on all areas of life.

2. Working with others who are different will be expected.
3. Diversity builds strength.
4. We live in an increasingly global and interconnected world.
5. Making positive contributions benefit the individual and society.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Collaboration Teamwork Community service Clubs and Activities	Diversity Being culturally responsive Interdependence



## Topic 1: Getting Involved

### **Engaging Experience 1**

**Title:** Getting involved and giving back

**Suggested Length of Time:** 30 minutes

### **Standards Addressed**

*Priority:*

- SE.1.C.10: Identify and participate in activities that help the individual student become a contributing member of a global community.

*Supporting:*

- SE.2.C.10: Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others
- SE.2.B.10: Promote acceptance and respect for cultural differences within the global community.

**Detailed Description/Instructions:** Students will understand the importance of giving back to others and contributing to the greater good of society. They will learn about various ways they can get involved by participating in various community service opportunities and school clubs and activities. Through their involvement of these activities, students will learn about respect, teamwork, and diversity. They will also learn how these activities can help with their future college/career goals (like resume building, college applications, scholarship applications, career exploration, etc.). Delivery of information could include, but not limited to guest speakers, presentations, classroom lessons, etc.

**Bloom's Levels:** Apply

**Webb's DOK:** Level 2

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Getting Involved	Getting involved and giving back	Students will understand the importance of giving back to others and contributing to the greater good of society. They will learn about various ways they can get involved by participating in various community service opportunities and school clubs and activities. Through their involvement of these activities, students will learn about respect, teamwork, and diversity. They will also learn how these activities can help with their future college/career goals (like resume building, college applications, scholarship applications, career exploration, etc.). Delivery of information could include, but not limited to guest speakers, presentations, classroom lessons, and etc.	30 minutes

## Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will update their ICAP or Self-Care plan to reflect involvement in a community service project, club, or activity.

## 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.