



Park Hill School District

Building Successful Futures • Each Student • Every Day

11th Grade Counseling Curriculum

Course Description:

Students will become senior and college/career ready, will continue to develop self-efficacy techniques, and learn the process of becoming an active and engaged citizen.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Academic Identity	Topic 1: College and Career Readiness
Ongoing	Social Identity	Topic 1: Social-Emotional Learning Topic 2: Being an Engaged Citizen

Unit 1: Academic Identity

Subject: High School Counseling

Grade: 11

Name of Unit: Academic Identity

Length of Unit: Ongoing

Overview of Unit: Students will become senior and college/career ready by continuing to review and update the ICAP, reviewing and updating inventories through Naviance, engaging in test prep activities for national testing (PSAT, SAT, ACT, and ASVAB), attending college/military visits/speakers on and off campus, attending college fairs (National and/or HBCU), continuing to work on A+ eligibility, ensuring NCAA requirements are being met (if applicable), enrolling in rigorous coursework (AP/Dual Credit, Professional Studies Programs), and participating in career exploration activities.

Priority Standards for unit:

- CD.7.A.11 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

Supporting Standards for unit:

- AD.6.A.11 Evaluate and revise a Personal Plan of Study for lifelong learning
- CD.7.B.11 Utilize a variety of resources to aid in career exploration and planning.
- CD.7.C.11 Identify the value of personal contributions to the world of work as a result of one's career choices
- CD.8.A.11 Synthesize career and educational information gathered from a variety of sources.
- AD.4.B.11 Consistently utilize self- management system and adjust to increased academic demands.
- CD.9.B.11 Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.
- CD.8.B.11 Apply research skills to obtain information on training and education requirements for post- secondary choices.
- AD.5.A.11 Increase knowledge and refine skills in preparation for the senior year and post- secondary options
- AD.4.A.11 Consistently utilize educational skills necessary to progress toward individual life- long learning goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The education, training, and personal characteristics needed to achieve current life career goals	Analyze	Analyze	Level 4
Characteristics with one's own characteristics	Compare	Analyze	Level 2

Essential Questions:

1. How do I become senior ready?

Enduring Understanding/Big Ideas:

1. To become senior and college/career ready I will continue to review and update my ICAP, continue to review and update inventories through Naviance, engage in test prep activities for national testing (PSAT, SAT, ACT, and ASVAB), attend college visits/speakers on and off campus, attend college fairs (National and/or HBCU), continue working on A+ eligibility, ensure NCAA requirements are being met (if applicable), enroll in rigorous coursework (AP/Dual Credit, Professional Studies Programs), and participate in career exploration activities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	ICAP (Individual Career and Academic Plan) HBCU (Historically Black Colleges and Universities)

Topic 1: College and Career Readiness

Engaging Experience 1

Title: ICAP Review and Update

Suggested Length of Time: Ongoing meeting with juniors individually

Standards Addressed

Priority:

- CD.7.A.11 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

Supporting:

- AD.6.A.11 Evaluate and revise a Personal Plan of Study for lifelong learning
- AD.4.B.11 Consistently utilize self- management system and adjust to increased academic demands.
- CD.8.B.11 Apply research skills to obtain information on training and education requirements for post- secondary choices.
- CD.9.B.11 Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.
- AD.5.A.11 Increase knowledge and refine skills in preparation for the senior year and post- secondary options
- AD.4.A.11 Consistently utilize educational skills necessary to progress toward individual life-long learning goals.

Detailed Description/Instructions: Individual Junior Meetings: review and update ICAP, review checklist of priorities for being senior ready. Ensure students that are NCAA bound have met necessary requirements. Encourage students to enroll in rigorous coursework (AP/Dual Credit/Professional Studies Programs). Continue to monitor A+ requirements and progress.

Bloom's Levels: Analyze

Webb's DOK: Level 2

Engaging Experience 2

Title: Naviance Inventories and Attend College/Military Visits/Speakers on and off campus and attend College Fairs (National and/or HBCU).

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- CD.7.A.11 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

Supporting:

- CD.7.B.11 Utilize a variety of resources to aid in career exploration and planning.
- CD.7.C.11 Identify the value of personal contributions to the world of work as a result of one's career choices
- CD.8.A.11 Synthesize career and educational information gathered from a variety of sources.
- CD.9.B.11 Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.

Detailed Description/Instructions: Students will:

1. Review any career exploration assessments in Naviance and provide students with reminders to complete them if the assessment is not done.
2. Create lesson to teach students how to do a college search and “save” favorites in Naviance.
3. Create lesson to connect the Naviance college search with student's career assessment. Continue with college search to find schools with programs related to career choices. Engage in Test Prep Activities through Naviance Test Prep for national testing.

Finally, students will visit with college and military representatives that come to the school. Students will be encouraged to attend on-campus college visits as part of their college planning process. Students will be encouraged to attend local college fairs (HBCU and NACAC National Fair).

Bloom's Levels: Analyze

Webb's DOK: Level 4

Engaging Scenario

Engaging Scenario: Senior Ready

Through individual student planning meetings, homeroom/tutorial lessons and Naviance activities, students will review the ICAP and formulate their senior year plan which will include discussions about upper level course offerings (AP/Dual Credit, Professional Studies Program), NCAA requirements and eligibility (when applicable), test prep activities (for ACT, SAT, ASVAB, PSAT), A+ eligibility, learn about attending college/military visits/speakers on and off campus and attending college fairs (National and/or HBCU), and continue to explore their career and college interests and determine the path most suitable for them.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
College and Career Readiness	ICAP Review and Update	Individual Junior Meetings: review and update ICAP, review checklist of priorities for being senior ready. Ensure students that are NCAA bound have met necessary requirements. Encourage students to enroll in rigorous coursework (AP/Dual Credit/Professional Studies Programs). Continue to monitor A+ requirements and progress.	Ongoing meetings with juniors individually
College and Career Readiness	Naviance Inventories and Attend College/Military Visits/Speakers on and off campus and attend College Fairs (National and/or HBCU).	<p>Students will:</p> <ol style="list-style-type: none"> 4. Review any career exploration assessments in Naviance and provide students with reminders to complete them if the assessment is not done. 5. Create lesson to teach students how to do a college search and “save” favorites in Naviance. 6. Create lesson to connect the Naviance college search with student’s career assessment Continue with college search to find schools with programs related to career choices. Engage in Test Prep Activities through Naviance Test Prep for national testing. <p>Finally, students will visit with college and military representatives that come to the school. Students will be encouraged to attend on-campus college visits as part of their college planning process. Students will be encouraged to attend local college fairs (HBCU and NACAC National Fair).</p>	30 minutes

Unit 2: Social Identity

Subject: High School Counseling

Grade: 11

Name of Unit: Social Identity

Length of Unit: Ongoing

Overview of Unit: In order to develop and implement self-efficacy techniques, students will continue to participate in SOS/ACT implementation, learn coping skills, mindfulness skills and growth mindset techniques to continue to develop grit and resilience, take part in small groups, and learn about the risks of substance use/abuse. Students will also learn strategies to become an active and engaged citizen. Students will learn about becoming involved in a variety of school clubs and activities, engaging in community service/neighborhood involvement to understand the importance of serving others, becoming aware of and educated on political issues and causes, and learning the importance of taking an active role in the voting process as a citizen.

Priority Standards for unit:

- SE.1.B.11 Identify and utilize resources to help balance family, school, work, and local community roles.

Supporting Standards for unit:

- SE.1.A.11 Practice and modify the skills necessary to exhibit and maintain a positive self- concept.
- SE.2.A.11 Apply interpersonal skills needed to maintain quality relationships.
- SE.2.C.11 Accept personal responsibility in conflict situations.
- SE.2.B.11 Exhibit respect for different cultures and points of view.
- SE.3.C.11 Apply individual coping skills to manage life-changing events.
- SE.1.C.11 Build upon activities and experiences that help the individual student become a contributing member of a global community.
- SE.3.B.11 Demonstrate skills that reinforce a safe environment for all students
- SE.3.A.11 Analyze the impact of personal decisions on the safety and health of self and others.
- CD.9.A.11 Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
resources to help balance family, school, work, and local community roles.	Identify	Remember	Level 1
resources to help balance family, school, work, and local community roles.	Utilize	Apply	Level 1

Topic 1 Essential Questions:

1. What ways can I continue to develop and implement self-care?
2. How do I become an engaged citizen?

Enduring Understanding/Big Ideas:

1. In order to develop and implement self-efficacy techniques, I will continue to participate in SOS/ACT implementation, learn coping skills, mindfulness skills and growth mindset techniques to continue to develop grit and resilience, take part in small groups, and learn about the risks of substance use/abuse.
2. In order to become an engaged citizen, I will become involved in a variety of school clubs and activities, engage in community service/neighborhood involvement to understand the importance of serving others, and be aware of and educated on political issues and causes and learn the importance of taking an active role in the voting process as a citizen.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Self-efficacy Mindfulness Growth mindset Grit Resilience

Topic 1: Social-Emotional Learning

Engaging Experience 1

Title: SOS/ACT Implementation

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.11 Identify and utilize resources to help balance family, school, work, and local community roles.

Supporting:

- SE.3.B.11 Demonstrate skills that reinforce a safe environment for all students
- SE.3.A.11 Analyze the impact of personal decisions on the safety and health of self and others.
- SE.3.C.11 Apply individual coping skills to manage life-changing events.
- SE.1.A.11 Practice and modify the skills necessary to exhibit and maintain a positive self- concept.

Detailed Description/Instructions: Students will watch the “Under the Surface” empathy film. <http://viewpure.com/AZ-pU7ozt3g?start=0&end=0> Teacher will have a discussion with students reflecting on the message of the video, ACT (Act, Care, Tell), and how we need to be empathetic with others.

Bloom’s Levels: Remember, Apply

Webb’s DOK: Level 1

Engaging Experience 2

Title: Self Care Techniques

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.11 Identify and utilize resources to help balance family, school, work, and local community roles.

Supporting:

- SE.1.A.11 Practice and modify the skills necessary to exhibit and maintain a positive self- concept.
- SE.2.A.11 Apply interpersonal skills needed to maintain quality relationships.
- SE.2.C.11 Accept personal responsibility in conflict situations.
- SE.3.C.11 Apply individual coping skills to manage life-changing events.
- SE.3.B.11 Demonstrate skills that reinforce a safe environment for all students
- SE.3.A.11 Analyze the impact of personal decisions on the safety and health of self and others.

Detailed Description/Instructions: Presentations regarding coping skills, mindfulness techniques, growth mindset strategies, and stress management during homeroom or tutorials. These lessons will introduce students to and reinforce different techniques for them to implement to manage their individual self-care.

Bloom's Levels: Remember, Apply

Webb's DOK: Level 1

Topic 2: Being an Engaged Citizen

Engaging Experience 1

Title: Community Service/Involvement

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.11 Identify and utilize resources to help balance family, school, work, and local community roles.

Supporting:

- SE.1.C.11 Build upon activities and experiences that help the individual student become a contributing member of a global community.
- CD.9.A.11 Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

Detailed Description/Instructions: Students will continue to learn about the process of becoming involved in community service activities as part of the A+ program and the importance of becoming A+ certified.

Bloom's Levels: Remember, Apply

Webb's DOK: Level 1

Engaging Experience 2

Title: Being an Active and Engaged Citizen

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- SE.1.B.11 Identify and utilize resources to help balance family, school, work, and local community roles.

Supporting:

- SE.2.B.11 Exhibit respect for different cultures and points of view.
- SE.1.C.11 Build upon activities and experiences that help the individual student become a contributing member of a global community.
- CD.9.A.11 Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

Detailed Description/Instructions: Students will participate in a homeroom/tutorial lesson learning about the importance of being an engaged and active citizen in today's society as well as becoming aware of and educated on political issues and causes. They will complete a sample voter registration so they understand the process of becoming a registered voter when they turn 18. They will investigate how they determine where they will go to vote. They will also complete a sample Selective Service registration card.

Bloom's Levels: Remember, Apply; **Webb's DOK:** Level 1

Engaging Scenario

Engaging Scenario: Self-Care Plan and Activity/Course Fair

During individual student planning and/or small group with school counselor, students will update their individual Self-Care Plan (using the district level self-care template) and formulate plans for their senior year. Some tools the students may use to help update their plan may include coping skills, mindfulness skills, growth mindset techniques, stress management, self-awareness, protective factors, conflict resolution, time management, and substance abuse prevention. Students will then participate in an activity fair that will enable them to see the different activities and courses available at their high school that will help them reach their personal goals.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Social-Emotional Learning	SOS/ACT Implementation	Students will watch the “Under the Surface” empathy film. http://viewpure.com/AZ-pU7ozt3g?start=0&end=0 Have a discussion with students reflecting on the message of the video and how we need to be empathetic with others.	30 minutes
Social-Emotional Learning	Self-Care Techniques	Presentations regarding coping skills, mindfulness techniques, growth mindset strategies and stress management during homeroom or tutorials. These lessons will introduce students to and reinforce different techniques for them to implement for them to manage their individual self-care.	30 minutes
Being an Engaged Citizen	Community Service/ Involvement	Students will continue to learn about the process of becoming involved in community service activities as part of the A+ program and the importance of becoming A+ certified.	30 minutes
Being an Engaged Citizen	Being an Active and Engaged Citizen	Students will participate in a homeroom/tutorial lesson learning about the importance of being an engaged and active citizen in today’s society as well as becoming aware of and educated on political issues and causes. They will complete a sample voter registration so they understand the process of becoming a registered voter when they turn 18. They will investigate how they determine where they will go to vote. They will also complete a sample Selective Service registration card.	30 minutes

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.