



# Park Hill School District

Building Successful Futures • Each Student • Every Day

## 9th Grade Counseling Curriculum

**Course Description:** Throughout the 9th grade year students will explore their Academic, Social-Emotional and Cultural Identities. Students will expand their knowledge of their identities through the exploration of College and Career Awareness, Social-Emotional learning and by Exploring Diverse Perspectives. Students will flourish as they gain experiences through the use of the Individual Career and Academic plan, Self-Care Plan and their involvement in diverse opportunities.

### Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Academic Identity	Topic 1: College and Career Awareness
Ongoing	Social-Emotional Learning	Topic 1: Social-Emotional Learning
Ongoing	Cultural Identity	Topic 1: Exploring Diverse Perspectives

## Unit 1: Academic Identity

**Subject:** High School Counseling

**Grade:** 9

**Name of Unit:** Academic Identity

**Length of Unit:** Ongoing throughout the school year

**Overview of Unit:** In this unit students will explore their Academic Identity. Some experiences student will engage in include, course offerings fair, the use of Naviance and continuing to build and expand their Individual Career and Academic Plan.

**Priority Standards for unit:**

- AD.4.A.09 Review and build upon educational skills necessary to progress toward lifelong learning goals.

**Supporting Standards for unit:**

- CD.7.A.09 Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary
- AD.4.A.09 Review and build upon educational skills necessary to progress toward lifelong learning goals.
- CD.9.B.09 Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.
- AD.6.A.09 Monitor and revise a Personal Plan of Study.
- AD.4.B.09 Review and build upon self-management system and adjust to increased academic demands.
- AD.5.A.09 Apply information and skills necessary to transition into high school.
- CD.8.A.09 Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.
- CD.7.B.09 Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future.
- CD.8.B.09 Identify the entrance requirements and application procedures for post-secondary options.
- CD.7.C.09 Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

<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>
Educational skills necessary to progress toward lifelong learning goals	Review	Remember	Level 1
Educational skills necessary to progress toward lifelong learning goals	Build upon	Apply	Level 3

**Essential Questions:**

1. Why is it important to have an Individual Career and Academic Plan (ICAP) and how is it important to my Academic Identity?

**Enduring Understanding/Big Ideas:**

1. The ICAP is the vehicle that drives the entire planning and organizing process for academic goal setting and post-secondary planning. The ICAP will guide the student in identifying and developing post-secondary plans.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Resume Mock Interview Job Shadow Cumulative GPA Course Offerings Career Cluster	ICAP Naviance

## Topic 1: College and Career Awareness

### **Engaging Experience 1**

**Title:** Course Offerings Fair

**Suggested Length of Time:** 2 hours

#### **Standards Addressed**

*Priority:*

- AD.4.A.09 Review and build upon educational skills necessary to progress toward lifelong learning goals.

*Supporting:*

- AD.4.B.09 Review and build upon self-management system and adjust to increased academic demands.
- AD.5.A.09 Apply information and skills necessary to transition into high school.
- CD.7.C.09 Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

**Detailed Description/Instructions:** Students will participate in a course offerings fair. This course offerings fair (typically done after school and includes parents) will include opportunities for students to learn about high school courses, clubs, and activities. During the course fair, students will be given opportunities to dialogue with teachers and sponsors assisting them in making decisions about their high school curriculum and extra-curricular activities.

**Bloom's Levels:** Remember, Apply

**Webb's DOK:** Level 1, Level 3

### **Engaging Experience 2**

**Title:** Naviance Student

**Suggested Length of Time:** Throughout the high school experience

#### **Standards Addressed**

*Priority:*

- AD.4.A.09 Review and build upon educational skills necessary to progress toward lifelong learning goals.

*Supporting:*

- CD.7.A.09 Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary
- AD.4.A.09 Review and build upon educational skills necessary to progress toward lifelong learning goals.
- CD.9.B.09 Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.
- CD.8.A.09 Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

- CD.7.B.09 Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future.
- CD.8.B.09 Identify the entrance requirements and application procedures for post-secondary options.

**Detailed Description/Instructions:** Students will complete the Strengthsfinder Interest Inventory in Naviance (as recommended in the district's assessment timeline calendar). Upon completion of the Strengthsfinder activity, students will be provided a lesson geared to utilizing the results of their assessment and how it applies to exploring career options. If additional time allows, students will be provided time to explore college search and other career opportunities.

**Bloom's Levels:** Remember, Apply

**Webb's DOK:** Level 1, Level 3

## Engaging Scenario

### **Engaging Scenario**

**Students will engage in dialogue with his/her counselor regarding career and college interests, career pathways and how these two factors impact his/her future postsecondary future.**

During an individual student planning with school counselor, students will be provided the opportunity to review the student's 8th grade ICAP (where students added courses for his/her freshman grade year) and formulate plans for the student's sophomore year. Additionally, individual student planning will also include discussions around student academic planning for his/her junior and senior to include course offerings, upper level courses, differences between AP and dual credit, as well as an introduction into all professional studies opportunities. Students will have dialogue with their counselor about their career and college interests and different paths they might explore in the future.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
College and Career Awareness	Course Offerings Fair	Students will participate in a course offerings fair. This course offerings fair (typically done after school and includes parents) will include opportunities for students to learn about high school courses, clubs, and activities. During the course fair, students will be given opportunities to dialogue with teachers and sponsors assisting them in making decisions about their high school curriculum and extra-curricular activities.	2 hours
College and Career Awareness	Naviance Student	Students will complete the Strengthsfinder Interest Inventory in Naviance (as recommended in the district's assessment timeline calendar). Upon completion of the Strengthsfinder activity, students will be provided a lesson geared to utilizing the results of their assessment and how it applies to exploring career options. If additional time allows, students will be provided time to explore college search and other career opportunities.	Strengthsfinder Inventory Assessment- 1 hour-assessment  Reflection and Application of the Strengthsfinder Inventory- 45 min lesson

## Unit 2: Social-Emotional Learning

**Subject:** High School Counseling

**Grade:** 9

**Name of Unit:** Social-Emotional Learning

**Length of Unit:** Ongoing throughout the school year

**Overview of Unit:** In this unit, students will explore their Social-Emotional Learning. Students will develop a self-care plan by using skills they learn from lessons and experiences from Home-Base, Tutorial and counselor interactions.

**Priority Standards for unit:**

- SE.3.A.09 Identify problem-solving, decision- making, and refusal skills needed to make safe and healthy life choices.

**Supporting Standards for unit:**

- SE.1.A.09 Develop skills needed to maintain a positive self-concept.
- SE.3.B.09 Identify and utilize resources available that address personal safety issues.
- SE.2.A.09 Demonstrate the ability to use interpersonal skills needed to maintain quality relationships
- SE.3.C.09 Identify resources that can help manage life changes or events.
- SE.2.C.09 Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.

<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>
Problem-solving, decision- making, and refusal skills needed to make safe and healthy life choices	Identify	Remember	Level 1

**Essential Questions:**

1. What is social/emotional learning? How does it impact your success in high school?

**Enduring Understanding/Big Ideas:**

1. Social/emotional learning is applying the knowledge and skills necessary to understand and manage your emotions, establish and maintain positive relationships, and make responsible decisions for yourself. Social/emotional learning impacts your success by guiding you to become self-aware, manage your time, organize your skills, manage your stress, and make healthy decisions.



**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Time-management Organizational skills Resilience	Mindfulness Toxic stress Anxiety Dysregulation, depression, protective factors, ACES, grit

## Topic 1: Social-Emotional Learning

### **Engaging Experience 1**

**Title:** Home Base/Tutorial SEL lessons

**Suggested Length of Time:** 30 minutes/3x a year

#### **Standards Addressed**

*Priority:*

- SE.3.A.09 Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

*Supporting:*

- SE.1.A.09 Develop skills needed to maintain a positive self-concept.
- SE.3.B.09 Identify and utilize resources available that address personal safety issues.
- SE.2.A.09 Demonstrate the ability to use interpersonal skills needed to maintain quality relationships
- SE.3.C.09 Identify resources that can help manage life changes or events.
- SE.2.C.09 Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.

**Detailed Description/Instructions:** Students engage in three lessons depending on planning survey (individual building needs assessment) results and counseling curriculum. Counselors complete the survey and prioritize lessons based on student need. This could include topics such as signs of suicide, depression/anxiety symptoms and tools, and mindfulness techniques.

**Bloom's Levels:** Remember

**Webb's DOK:** Level 1

### **Engaging Experience 2**

**Title:** SOS Jeopardy Lesson

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- SE.3.A.09 Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.

*Supporting:*

- SE.1.A.09 Develop skills needed to maintain a positive self-concept.
- SE.3.B.09 Identify and utilize resources available that address personal safety issues.
- SE.2.A.09 Demonstrate the ability to use interpersonal skills needed to maintain quality relationships
- SE.3.C.09 Identify resources that can help manage life changes or events.

- SE.2.C.09 Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.

**Detailed Description/Instructions:** Students work together in their teams to come up with the answer to the question. Display categories on the board (sample provide at the end of the lesson). Questions can be written on the board or presented in a PowerPoint; whichever is easiest for the instructor. Designate a scorekeeper to keep track of points for each group as questions are correctly answered. The team must have their answer fully written down before they can raise their hand to answer. All teams will participate in each question and have the opportunity to answer. The team that answers the question correctly first will pick the next category and point value question. Tally points as the game continues.

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

## Engaging Scenario

### **Engaging Scenario**

During an individual student planning and/or small group with school counselor, students will be provided the opportunity to create and/or revise their individual Self-Care Plan (using the district level self-care template) and formulate plans for their sophomore year. Some tools the students may use to help create their plan could include, mindfulness training activities, stress management, self-awareness, protective factors, conflict resolution, time management, and substance abuse prevention.

## Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Social-Emotional Learning	Home Base/Tutorial Lessons	Students engage in different lessons depending on planning survey (individual building needs assessment) results and counseling curriculum. Counselors complete the survey and prioritize lessons based on student need. This could include topics such as signs of suicide, depression/anxiety symptoms and tools, and mindfulness techniques.	30 min 3 x per year
Social-Emotional Learning	SOS Jeopardy Lesson	<p>Students work together in their teams to come up with the answer to the question. Display categories on the board (sample provide at the end of the lesson). Questions can be written on the board or presented in a PowerPoint; whichever is easiest for the instructor. Designate a scorekeeper to keep track of points for each group as questions are correctly answered. The team must have their answer fully written down before they can raise their hand to answer. All teams will participate in each question and have the opportunity to answer. The team that answers the question correctly first will pick the next category and point value question. Tally points as the game continues.</p> <p>*The Jeopardy lesson plan and worksheet is included in the Counselors and Social Workers Resources group on Schoology.</p>	30 min

## Unit 3: Cultural Identity

**Subject:** High School Counseling

**Grade:** 9

**Name of Unit:** Cultural Identity

**Length of Unit:** Ongoing throughout the school year

**Overview of Unit:** In this unit students will explore diverse perspectives inside and outside of their High School experience. Students will learn about cultural identity and opportunities available to identify and recognize their roles in diverse settings. Some experiences include, the course offerings fair, field trips, speakers, and clubs.

**Priority Standards for unit:**

- SE.2.B.09 Explore cultural identity and world views within the community.

**Supporting Standards for unit:**

- SE.1.B.09 Recognize increased roles and responsibilities of the individual student within the family, school, and local community.
- SE.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.
- CD.9.A.09 Identify situations which would compromise ethical habits in school or work situations.

<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>
Cultural identity and world views within the community	Explore	Analyze	Level 3

**Essential Questions:**

1. What is cultural identity? How is exploring diverse perspectives help you grow within your community?

**Enduring Understanding/Big Ideas:**

1. Cultural identity is a part of your self-concept and perception and is related to nationality, ethnicity, religion, social class, generation, locality, or any other social group. Exploring diverse perspectives helps you grow by building a positive sense of self-identity and understanding of others in your communities.

**Unit Vocabulary:**

<b>Academic Cross-Curricular Words</b>	<b>Content/Domain Specific</b>
Cultural identity, diversity, collaborative relationships, teamwork, community awareness	Interpersonal, intrapersonal, self-identity, self-concept, emotional intelligence

## Topic 1: Exploring Diverse Perspectives

### **Engaging Experience 1**

**Title:** Exposure to Diverse Experiences

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- SE.2.B.09 Explore cultural identity and world views within the community.

*Supporting:*

- SE.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.

**Detailed Description/Instructions:** Students will learn how to access courses, clubs, and activities that will expose them to diverse experiences.

**Bloom's Levels:** Analyze

**Webb's DOK:** Level 3

### **Engaging Experience 2**

**Title:** Exploring Diverse Perspectives

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- SE.2.B.09 Explore cultural identity and world views within the community.

*Supporting:*

- SE.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.

**Detailed Description/Instructions:** In a classroom setting, at the beginning of the school year, counselors will present on Exploring Diverse Perspectives (defined as activities that allow a student to “get involved in their school community”). These counselor activities may include information on the types of clubs and organizations available within the school for students. Specifically, introducing students to offerings that empower and support the overall diverse needs of the student population.

**Bloom's Levels:** Analyze

**Webb's DOK:** Level 3

### **Engaging Experience 3**

**Title:** Diverse Opportunities Pre and Post-Test

**Suggested Length of Time:** 30 minutes

#### **Standards Addressed**

*Priority:*

- SE.2.B.09 Explore cultural identity and world views within the community.



*Supporting:*

- SE.1.C.09 Identify activities the individual student might participate in to become a contributing member of a school community.

**Detailed Description/Instructions:** Counselors will collect data to determine the level of engagement in activities that foster the spirit of connecting and learning from diverse perspectives. Counselors will provide a pre-test measuring baseline data of student involvement prior to the counselor lesson. Then, a post-test to determine the students' level engagement after the lesson. The post-test will include questions to address students' perceptions of barriers to engaging in these activities.

**Bloom's Levels:** Analyze

**Webb's DOK:** Level 3

## Engaging Scenario

### **Engaging Scenario**

Students will participate in a Course Offerings Fair. Students will learn about courses, clubs, and activities that will expose them to diverse experiences and have dialogue with teachers and sponsors of diverse backgrounds to assist them in making decisions about their high school curriculum and extra-curricular activities.

## Summary of Engaging Learning Experiences for Topics

<b>Topic</b>	<b>Engaging Experience Title</b>	<b>Description</b>	<b>Suggested Length of Time</b>
Exploring Diverse Perspectives	Exposure to Diverse Experiences	Students will learn how to access courses, clubs, and activities that will expose them to diverse experiences.	30 minutes
Exploring Diverse Perspectives	Exploring Diverse Perspectives	In a classroom setting, at the beginning of the school year, counselors will present on Exploring Diverse Perspectives (defined as activities that allow a student to “get involved in their school community”). These counselor activities may include information on the types of clubs and organizations available within the school for students. Specifically, introducing students to offerings that empower and support the overall diverse needs of the student population.	30 minutes
Exploring Diverse Perspectives	Diverse Opportunities Pre and Post-Test	Counselors will collect data to determine the level of engagement in activities that foster the spirit of connecting and learning from diverse perspectives. Counselors will provide a pre-test measuring baseline data of student involvement prior to the counselor lesson. Then, a post-test to determine the students’ level engagement after the lesson. The post-test will include questions to address students’ perceptions of barriers to engaging in these activities.	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.