



**School District
of the City of St.
Charles**

Grades K-12 Guidance Curriculum

Approved by the Board of Education
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K-12 Guidance Curriculum Committee

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K-12 Guidance Curriculum

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District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K-12 Guidance Rationale

Guidance and Counseling is an integral part of each school's total educational program, designed to address the needs of all students by helping them achieve success in school. Research has demonstrated the positive impact of full implementation of a comprehensive guidance program. If school counselors are to reach a majority of the students in the district and provide maximum program benefits for them, we must focus on the implementation of a comprehensive developmental guidance program.

Guidance Philosophy

The school district of the City of St. Charles believes that the guidance and counseling department is an integral part of each school's total educational process. The program is developmental by design and includes sequential activities which prepare children to achieve their greatest potential. The guidance and counseling program provides an environment that enhances the cognitive, physical, social, aesthetic, and ethical development of children.

K-12 Guidance Essential Understandings

Elementary Guidance

Enduring Understandings:

1. Successful careers result from individual strengths and interests.
2. A balance of social and emotional needs leads to healthy and productive individuals in the community.
3. Taking personal responsibility for learning builds a solid academic foundation for future success.

Essential Questions:

1. What is success?
2. What is a healthy individual?
3. What is a healthy and productive member of community?
4. What is personal responsibility?
5. Why is learning important?

Essential Skills:

1. The student will understand self as an individual in a diverse and global community.
2. The student will interact with others in ways that respect individual and group differences.
3. The student will apply personal safety skills and coping strategies.
4. Students will apply skills needed for educational achievement.
5. Students will apply skills needed to transition between educational levels.
6. Students will apply career and planning skills to explore future career options.
7. The student will identify personal strengths and weaknesses, and their practical application for different career choice.

Middle School Guidance

Enduring Understandings:

1. Successful careers result from individual strengths and interests.
2. A balance of social and emotional needs leads to healthy and productive individuals in the community.
3. Taking personal responsibility for learning builds a solid academic foundation for future success.

Essential Questions:

1. What is success?
2. What is a healthy individual?
3. What is a healthy and productive member of community?
4. What is personal responsibility?
5. Why is learning important?
6. How do you self advocate?
7. What system of organization works best?

Essential Skills:

1. Students will be able to recognize and utilize appropriate methods of success.
2. Students will recognize aspects and characteristics of a healthy individual.
3. Students will display personal responsibility and safety skills.
4. Students will apply skills needed for educational achievement.
5. Students will apply skills needed to transition between educational levels.
6. Students will apply career and planning skills to explore future career options.
7. The student will identify personal strengths and weaknesses, and their practical application for different career choice.

High School Guidance

Enduring Understandings:

1. Successful careers result from individual strengths and interests.
2. A balance of social and emotional needs leads to healthy and productive individuals in the community.
3. Taking personal responsibility for learning builds a solid academic foundation for future success.
4. Skills and interests are used to explore and plan for the world of work.

Essential Questions:

1. What is success?
2. What is a healthy individual?
3. What is a healthy and productive member of community?
4. What is personal responsibility?
5. Why is learning important?
6. What are my unique skills?
7. What are my interests/hobbies?
8. Why are careers important?
9. What determines job satisfaction?
10. What skills are necessary for employment?
11. What resources are available to investigate the world of work?

Essential Skills:

1. Students will understand self as an individual in a diverse and global community
2. Students will interact with others in ways that respect individual and group differences.
3. Students will apply personal safety skills and coping strategies.
4. Students will apply skills needed for educational achievement.
5. Students will apply skills needed to transition between educational levels.
6. Students will apply career and planning skills to explore future career options.
7. The student will identify personal strengths and weaknesses, and their practical application for different career choices.

K-12 Guidance SCOPE AND SEQUENCE

I = Introduce

R = Reinforce

M = Master

| Topic/Big Idea | Grades K-4 | Grades 5-8 | Grades 9-12 |
|---|------------|------------|-------------|
| Personal and Social Development | | | |
| 1. Decision Making | I | R | R, M |
| 2. Respect of Self and Others (Bullying Behavior: Types and strategies to derail bullying behavior; Intersections Social Connections, Grief, Anxiety, Depression) | I | I, R | R, M |
| 3. How Drugs and Alcohol Affect People | I | I, R | R, M |
| 4. Ability Awareness | | I | R |
| 5. Personal Choices | I | I, R | R |
| 6. Social Connections | | I | R |
| 7. Grief and Anxiety, Emotional Wellness | | I | I, R |
| 8. Personality Type | | | I, R |
| 9. Grief and Anxiety, Crisis Intervention | | I | R |
| Academic Development | | | |
| 1. Study Skills | I | I, R | R, M |
| 2. Test Taking Strategies; Assessments to Measure Academic Growth | I | R | M |
| 3. Goal-Setting, Individual Planning | I | R | R, M |
| 4. EXPLORE Test | | I | |
| 5. Student Academic Scheduling | | I | R, M |
| Career Development | | | |
| 1. Exploring Careers (Career Pathways, Career interest profilers, Personal plan of study development, Post High School Planning) | I | I, R | R, M |
| 2. Understanding the World of Work | I | R | R, M |
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Grades K-2 Counselor Curriculum

Grades K-2 Counselor Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCABULARY | INSTRUCTIONAL ACTIVITIES |
|-----------------|--|-------|--|---|---|---|
| PS1- Big Idea 1 | A. Self Concept | K-2 | Identify and express a variety of feelings | Teacher observation Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Contributes to Class Activities | Feelings, Mad, Sad, Happy, Scared, Worried | Class lessons, all school assemblies, individual and small group lessons |
| PS1- Big Idea 1 | B. Balancing Life Roles | K-2 | Identify personal roles within a family, school, and a community | Teacher observation Report Card Life Skills: Contributes to Class Activities | Student, Daughter, Son, Neighbor | Class Lessons, individual jobs, service learning project, individual and small group counseling |
| PS1- Big Idea 1 | C. Citizenship and contribution with a diverse community | K-2 | Identify and compare character Traits needed for different situations | Report Card Life Skills: Contributes to Class Activities | Responsibility, Honesty, Respect, Character Traits, Diversity, Acceptance | Class lessons, all school assemblies, individual and small group lessons |
| PS1- Big Idea 2 | A. Quality of Relationships | K-2 | Identify and demonstrate how to make and keep a friend | Report Card Life Skill: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions | Friend, Handshake, Hello, Smile, eye contact, I messages | Class lessons, individual and small group lessons |
| PS1- Big Idea 2 | B. Respect for Self and Others | K-2 | Identify differences self and others | Report Card Life Skill: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions | Diversity, Acceptance, Respect | Class lessons, all school assemblies, individual and small group lessons |
| PS1- Big Idea 2 | C. Personal Responsibility in Relationships | K-2 | Identify and express feelings verbally and nonverbally | Report Card Life Skill: Demonstrates Respect for Self and Others; Demonstrates Self-Control | body language, conflict | Class lessons, all school assemblies, individual and small group lessons |
| PSI- Big Idea 3 | A. Safe and Healthy Choices | K-2 | Identify and problem solve healthy choices | teacher observation Report Card Life Skills: Contributes to Class Activities | stranger, 911, phone number, address | Child Center, Class lessons, all school assemblies, individual and small group lessons |
| PSI- Big Idea 3 | B. Personal Safety of Self and Others | K-2 | Identify and practice personal safety strategies | Report Card Life Skill: Demonstrates Respect for Self and Others; Demonstrates Self-Control | police, 911, firefighter, phone number, address, say no, run away, get help | Child Center, Class lessons, all school assemblies, individual and small group lessons |
| PSI- Big Idea 3 | Coping Skills | K-2 | Recognize the effects of life changes or events related to self | Report Card Life Skill: Demonstrates Respect for Self and Others | Divorce, death, moving | Individual and small group counseling |
| AD1-Big Idea 4 | A. Lifelong Learning | K-2 | Identify, practice, and and follow steps to complete classroom assignments and activities | Report Card Life Skills: Demonstrates Self-Control; Demonstrates Organizational Skills | study, practice, remember, goals | class lessons, small and individual group lessons |
| AD1-Big Idea 4 | B. Self-management for Educational Achievement | K-2 | Identify, develop, and practice work habits and study skills that apply to multiple learning situations. | Report Card Life Skills: Demonstrates Self-Control; Demonstrates Organizational Skills | remember, work habits, criss cross, silent | class lessons, small and individual group lessons |

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|-----------------|---|-----|---|--|--|---|
| AD1-Big Idea 5 | A. Transitions | K-2 | Identify how school expectations are different from home, daycare, or pre-school and develop strategies to meet school expectations | Report Card Life Skills: Contributes to Class Activities: | enviroment, home, school, expectations, rules | classroom lessons, small and individual group lessons |
| AD1-Big Idea 6 | A. Educational Planning for Life-Long learning | K-2 | Identify and demonstrate the skills needed to be a successful learner | Report Card Life Skills: Demonstrates Self-Control; Demonstrates Organizational Skills | learner, focus, self control, goals | classroom lessons, small and individual group lessons |
| CG7- Big Idea 7 | A. Integration of Self Knowledge into Life and Career Plans | K-2 | Identify strengths, interests, and new activities to explore | Report Card Life Skills: Contributes to Class Activities | Strengths, interests | classroom lessons |
| CG7- Big Idea 7 | B. Adaptations to world and work changes | K-2 | Identify workers in the school and community related to the 6 career paths | Report Card Life Skills: Contributes to Class Activities | career paths, Helping, Nature, Fixing and Building, Business, Health, Creative | classroom lessons |
| CG7- Big Idea 7 | C. Respect for All work | K-2 | Explain the importance of jobs | Report Card Life Skills: Contributes to Class Activities | job, workers, community | classroom lessons |
| CG8- Big Idea 8 | A. Career Decisions Making | K-2 | Identify and compare roles and responsibilities of workers in the community | Report Card Life Skills: Contributes to Class Activities | job, workers, community, compare, roles | classroom lessons |
| CG8- Big Idea 8 | B.Educational and Career Requirements | K-2 | Identify skills needed by family members, school workers, and community workers | Report Card Life Skills: Contributes to Class Activities | | classroom lessons |
| CG9- Big Idea 9 | A. Personal Skills for Job Success | K-2 | Identify and develop personal, ethical, and work habit skills needed to work cooperatively with workers in the community and school success | Report Card Life Skills: Contributes to Class Activities; Demonstrates Organizational Skills | | classroom lessons |
| CG9- Big Idea 9 | B.Job Seeking Skills | K-2 | Identify, understand, and apply the steps to obtain helper jobs within the classroom | Report Card Life Skills:Contributes to Class Activities; Demonstrates Organizational Skills | | classroom lessons |

Grades 3-4 Guidance Curriculum

Grades 3-4 Guidance Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCABULARY | INSTRUCTIONAL ACTIVITIES |
|-----------------|--|-------------------|---|---|--|---|
| PS1 Big Idea 1 | A. Self Concept | Grades 3-4 | Student will identify and recognize positive characteristics and self-talk necessary to communicate positive personal thoughts and feelings | teacher observation, Report Card Life Skills Standard: Demonstrates Respect for Self and Others, Demonstrates Self-Control | self-talk, self-concept | Class Meetings, all school assemblies, individual and small group lessons school-wide lessons |
| PS1 Big Idea 1 | B. Blancing Life Roles | Grades 3-4 | Reflect on personal roles at home, school, and community necessary to identify responsibilities as a community member. | teacher observation, Report Card Life Skills Standard: Demonstrates Respect for Self and Others, Demonstrates Self-Control; Cooperates with Others | helper, student, daughter, mayor, doctor, teacher, daughter, son, community, | School-wide lessons, individual jobs, service learning projects, individual and small group counseling. |
| PS 1 Big Idea 1 | C.Citizenship and contributions within a diverse community | Grades 3-4 | Identify personal characteristics needed to contribute to the classroom and school community | teacher observation, Report Card Life Skills Standard: Demonstrates Respect for Self and Others, Demonstrates Self-Control; Cooperates with Others | character traits, diversity, acceptance, responsibility, honesty, respect, | School-wide lessons, all school assemblies, individual and small group counseling, class meetings |
| PS 1 Big Idea 2 | A. Quality Relationships | Grades 3-4 | Identify the interpersonal skills necessary to respect others' personal opinions and ideas to build quality relationships | Report Card life skills standard: Demonstrates Self-Control; Cooperates with Others | I messages, respect, conflict management, trust, honesty, loyalty, helpfulness, kindness | School-wide lessons, individual and small group lessons |
| PS1-Big Idea 2 | B-Respect for Self and Others | Grades 3-4 | Recognize and respect differences between culture and diversity within the school and community | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions; Cooperates with Others | diversity, culture, respect, disability, race, | School-wide lessons, all school assemblies, individual and small group lessons |
| PS 1-Big Idea 2 | C. Personal Responsibility in Relationships | Grades 3-4 | Identify, practice, and apply the steps to solving conflicts and compromising with others. | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions; Demonstrates Self-Control; Cooperates with Others | Problem solving, conflict, compromise, get help, talk-it-out, avoid, share, | School-wide lessons, individual and small group lessons |

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| PS 1-Big Idea 3 | A. Safe and Healthy Choices | Grades 3-4 | Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school and in various life situations. | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions; Demonstrates Self-Control; Cooperates with Others | decisions, choices, peer pressures | School-wide lessons, all school assemblies, individual and small group lessons |
| PS 1-Big Idea 3 | B. Personal Safety of Self and Others | Grades 3-4 | Identify different types of violence and harassment and apply personal safety strategies | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions; Demonstrates Self-Control | Harassment, violence | School-wide lessons, all school assemblies, individual and small group lessons |
| PS 1-Big Idea 3 | C. Coping Skills | Grades 3-4 | Identify and utilize coping skills for managing life changes or events. | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Accepts Responsibility for Actions; Demonstrates Self-Control | cope, change, relaxation, manage | School-wide lessons, individual and small group lessons |
| AD 1-Big Idea 4 | A. Life-Long Learning | Grades 3-4 | Identify, practice, and apply study skills and test-taking strategies to improve academic achievement. | Report Card Life Skill Standards: Demonstrates Self-Control; Demonstrates Organizational Skills | goals, multiple choice, short answer, true false, | School-wide lessons, individual and small group lessons |
| AD 1-Big Idea 4 | B. Self-Management for Educational Achievement | Grades 3-4 | Recognize, practice, and apply time-management and organizational techniques necessary for assignment and task completion. | Report Card Life Skill Standards: Accepts Responsibility for Actions; Demonstrates Self-Control; Demonstrates Organizational Skills | pacing, planner (assignment notebook), goals | School-wide lessons, individual and small group lessons |
| AD 1-Big Idea 5 | A. Transitions | Grades 3-4 | Refine, apply, and practice individual responsibility necessary to complete educational tasks and skills that are necessary to transition to the next grade level. | Report Card Life Skill Standards: Accepts Responsibility for Actions; Demonstrates Self-Control | responsibility, goals, change | School-wide lessons, individual and small group lessons, teacher observation |
| AD 1-Big Idea 6 | A. Educational Planning for Life-Long Learning | Grades 3-4 | Identify, revise, and practice education goal-setting and self-assessment skills. | Report Card Life Skills: Contributes to class activities; Demonstrates Organizational Skills | Goal Setting, self, assessment | School-wide lessons, individual and small group lessons |

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| CD 1-Big Idea 7 | A. Integration of Self-Knowledge into Life and Career Plans | Grades 3-4 | Identify and apply the steps to setting short-term and long-term personal and educational goals and compare interests and strengths of local community workers. | Report Card Life Skills: Contributes to class activities; Demonstrates Organizational Skills | short-term, long-term, personal, educational | School-wide lessons, individual and small group lessons |
| CD 1-Big Idea 7 | B. Adaptations to World of Work Changes | Grades 3-4 | Compare, identify and contrast academic skills required of workers and community resources available for exploration of the six (6) career paths | Report Card Life Skills: Contributes to class activities | identify, contrast, Helping, fixing and building, Nature, Business, Health, Creative | School-wide lessons, individual and small group lessons |
| CD 1-Big Idea 7 | C. Respect for All Work | Grades 3-4 | Recognize contributions made by all workers and jobs to the school and community | Report Card Life Skills Standard: Demonstrates Respect for Self and Others | contributions, principal, counselor, teacher, custodian, recess aide, paraprofessional, respect, responsibility | School-wide lessons, individual and small group lessons |
| CD 1-Big Idea 8 | A. Career Decision Making | Grades 3-4 | Explain what workers do and need to know in relation to each of the six (6) career paths. | Report Card Life Skills: Contributes to class activities | college, internship, apprenticeship, job seeking skills | School-wide lessons, individual and small group lessons |
| CD 1-Big Idea 8 | B. Education and Career Requirements | Grades 3-4 | Gather information and outline the training and educational requirements for a variety of careers. | Report Card Life Skills: Contributes to class activities; Demonstrates Organizational Skills | training, college, internship, | School-wide lessons, individual and small group lessons |
| CD 1- Big Idea 9 | A. Personal Skills for Job Success | Grades 3-4 | Compare personal, ethical, and work habit skills needed for school success and work in order to interact with diverse groups of people | Report Card Life Skills Standard: Demonstrates Respect for Self and Others; Cooperates with Others; Demonstrates Organizational Skills | ethics, work habits, personal habits, diversity | School wide lessons, individual and small group lessons |
| CD 1-Big Idea 9 | B. Job Seeking Skills | Grades 3 | Identify and apply the steps to obtain work opportunities within the school while identifying the components needed in a portfolio. | Report Card Life Skills: Contributes to class activities; Demonstrates Organizational Skills | leadership, application, jobs, portfolio | School wide lessons |

Grades 5-6 Guidance Curriculum

Grades 5-6 Guidance Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCABULARY | INSTRUCTIONAL ACTIVITY | AGENCY |
|----------|--|----------------|---|--|---|---|---|
| PS1 | A. Self Concept | 5th-6th | Demonstrate the personal characteristics to maintain a positive self-concept. Identify individual strengths and areas for personal growth and good citizenship. | Student feedback, Teacher Observation | Self Concept, Personal Strengths, Personal Goals, Citizenship | Classroom Lessons, Outside Agencies, School Wide Assemblies, Small Group Counseling, Individual Counseling | Child Center, DARE |
| PS1 | B. Balancing Life Roles | 5th-6th | Develop and identify strategies to balance family, school, and community roles. | Student feedback, Teacher Observation | Personal Strategies, Personal Roles | Classroom Lessons, Outside Agencies, School Wide Assemblies, Small Group Counseling, Individual Counseling | Child Center, DARE, Preferred Family Healthcare(PFH), Lutheran Family and Children's Services (LFCS), NCADA |
| PS1 | C. Being a Contributing Member of a Diverse Global Community | 5th-6th | Demonstrate personal characteristics of a contributing member of the school community and participate in team building. | Student feedback, Teacher Observation | Personal Characteristics, School Community | Classroom Lessons, Outside Agencies, School Wide Assemblies, Small Group Counseling, Individual Counseling | DARE, PFH, LFCS |
| PS2 | A. Quality Relationships | 5th-6th | Exhibit mutual respect and compromise in relationships and maintain quality relationships. | Counselor and Teacher Observation, Student Feedback | Mutual respect, respect for others, compromise, quality relationships | Conflict Mediation, Class Meetings, School Wide Assemblies, Individual Counseling, Social Groups though outside agencies, Classroom lessons | PFH, LFCS |
| PS2 | B. Respect for Self and Others | 5th-6th | Identify and develop strategies to demonstrate respect for individuals within diverse groups and promote acceptance and respect in the school community. | Counselor and Teacher Observation, Student Feedback, Report Card | Respect for Self, Respect for Others | Conflict Mediation, Class Meetings, School Wide Assemblies, Individual Counseling, Social Groups though outside agencies, Classroom lessons | PFH, NCADA, LFCS, DARE |
| PS2 | C. Personal Responsibility in Relationships | 5th-6th | Review and implement strategies to resolve problems and conflicts successfully and apply problem-solving skills and conflict resolution skills to new challenges. | Teacher Observation, Counselor Observation | Personal Responsibility, Conflict Resolution | Conflict Mediation, Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs | PFH, NCADA, LFCS, DARE, We LOVE St. Charles (WLSC) |

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| PS3 | A. Safe and Healthy Choices | 5th-6th | Evaluate peer influence on problem solving and decision-making skills and refusal skills needed to make safe and healthy choices in social situations. | Teacher Observation, Counselor Observation | Decision Making Skills, Healthy Choices, Peer Influence | Conflict Mediation, Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs, Role Play | PFH, NCADA, LFCS, WLSC, The Child Center |
| PS3 | B. Personal Safety of Self and Others | 5th-6th | Apply personal strategies for violence and harrassment and identify behaviors that compromise personal safety and that of others. | Teacher Observation, Counselor Observation | Harrassment, Personal Strategies, Safety of Self and Others | Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs, Think Sheets | The Child Center, WLSC, PFH |
| PS3 | C. Coping Skills | 5th-6th | Evaluate different coping skills for managing and coping with life events and changes. | Teacher Observation, Counselor Observation | Coping Skills | Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs, Group Counseling, Role Play | PFH, LFCS, NCADA, DARE, WLSC |
| AD4 | A. Improvement of Academic Self-Concept Leading to Life-Long Learning | 5th-6th | Demonstrate & develop study skills and test taking strategies for each academic area and identify available resources to enhance academic achievement. | Teacher Observation, Counselor Observation | Study Skills, Test Taking Strategies | Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs, Group Counseling, Keeping Daily Planner, Practice MAP, Running Records, Goal Planning, Daily Focus Sheets, Cooperative Learning Groups | WLSC, PFH, LFCS |
| AD4 | B. Self Management for Life Long learning | 5th-6th | Demonstrate and develop ability to complete assignments accurately within specific time frame and practice a self management system to promote academic success. | Classroom Teacher Assessments, Observation, Report Card | Time management | Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Mentor Programs, Daily Sheets | WLSC, PFH, LFCS |

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| AD5 | A. Transitions | 5th-6th | Develop an understanding of educational tasks and skills necessary to make a smooth transition to the intermediate school and demonstrate the ability to adjust to changing school structures while meeting academic expectations. | Classroom Observations | Transition | Class Meetings, Individual Counseling, Classroom lessons, Outside Agencies, Transition Meetings with Parents, Open House, School Wide Transition Day, Back to School Night | PFH |
| AD6 | A. Personal Plan of Study for Life Long Learning | 5th-6th | Recognize the importance of an educational plan and utilize goal setting skills to identify the impact of academic achievement on an educational plan. | Classroom Observations, Personal Plan of Study Sheets | Personal Plan of Study, Goal Setting, | Class lessons, Individual and Group lessons | MO Connections, PFH |
| CD7 | A. Integration of Self Knowledge into Life and Career Plans | 5th-6th | Compare interests and strengths with workers in the global community to guide individual career exploration. | Teacher Observation, Counselor Observation | Career Exploration | Class Lessons, Individual and Group lessons | MO Connections, PFH |
| CD7 | B. Adaptations to World of Work and Technology Changes | 5th-6th | Describe occupational changes that have occurred over time within the 6 career paths and recognize the career path concept as an organizer for exploring and preparing for careers in the future. | Counselor Observation | Career Paths, Career Clusters | Class lessons, Individual and Group lessons | MO Connections, PFH |
| CD7 | C. Respecc for All Work | 5th-6th | Describe the contributions of various jobs in the community and recognize non-traditional work roles. | Classroom Discussion | Community Jobs | Class lessons, Individual and Group lessons | MO Connections, PFH |

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| CD8 | A. Career Decision Making | 5th-6th | Compare and contrast roles of workers in the 6 career clusters and evaluate career and educational resources. | Classroom Discussion, Lesson | Career Clusters | Class lessons, Individual and Group lessons | MO Connections, PFH |
| CD8 | B. Education and Career Requirements | 5th-6th | Compare and contrast the training and educational requirements of various careers and compare different types of post-secondary training and education related to career choices. | Classroom Lesson, Observation | Career Training, Career Education, Post-Secondary Training and Education | Class lessons, Individual and Group lessons | MO Connections, PFH |
| CD9 | A. Personal Skills for Job Success | 5th-6th | Apply personal, ethical, and work habit skills needed for success in any work or school environment and assess and analyze these skills as they relate to individual student success. | Teacher Observation, Counselor Observation | Work Habits, Individual Success | Individual and Group Lessons, Classroom Lessons | MO Connections, PFH |
| CD9 | B. Job Seeking Skills | 5th-6th | Identify the skills needed to develop a portfolio and develop a resume of work experiences for home and school. | Teacher Discussion, Observation | Portfolio, Resume | Individual and Group Lessons, Classroom Lessons | MO Connections, PFH |

Grades 7-8 Guidance Curriculum

Grades 7-8 Guidance Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCABULARY | INSTRUCTIONAL ACTIVITY | AGENCY |
|----------|--|---------|---|--|--|---|------------------------------------|
| PS 1 | A. Self-Concept | 7th-8th | Demonstrate understanding of individual strengths and personal challenges and how they relate to positive self-concept as well as identify thoughts and feelings and they relate to self concept. | Students will give feedback via activity regarding their understanding and ability to identify strengths and challenges and how those relate to self-concept. | self-concept, strengths, personal challenges, goals | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | CHADS, THRIVE, NCADA |
| PS 1 | B. Balancing Life Roles | 7th-8th | Apply personal planning strategies to balance individual, family, and school responsibilities. Recognize how roles and responsibilities are interrelated among family, school, and community. | Students will give feedback via activity regarding the students' ability to apply strategies to help balance individual, family, and school responsibilities. | organization, planning, time management, responsibilities | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | NCADA |
| PS 1 | C. Being a Contributing Member of Diverse Global Community | 7th-8th | Identify, practice, and recognize ways to be a contributing group member, and member of the school community. | Students will give feedback via activity regarding how to identify, practice, and recognize ways to be a contributing group member. | cooperative learning, active listening, problem solve | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | THRIVE |
| PS 2 | A. Quality Relationships | 7th-8th | Practice effective interpersonal skills in a variety of social situations. Self Assess interpersonal skills that will help maintain quality relationships. | Students will give feedback via activity regarding what are appropriate interpersonal skills in a variety scenarios and how they help maintain positive relationships. | interpersonal skills, cooperative learning, problem solve, conflict resolution | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | NCADA |
| PS 2 | B. Respect for Self and Others | 7th-8th | Promote and apply strategies of acceptance and respect for individual differences in a global community. | Students will give feedback via activity regarding strategies that help with acceptance of individual differences. | interpersonal skills, recognizing differences, cooperative learning | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | NCADA |
| PS 2 | C. Personal Responsibilities in Relationships | 7th-8th | Practice problem solving and conflict resolution skills and exhibit an awareness of personal responsibility in conflict situations. | Students will give feedback via activity showing problem solving and conflict resolution skills. | problem solving, conflict resolution, cooperative learning | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | NCADA |
| PS3 | A. Safe and Health Choices | 7th-8th | Utilize effective problem solving, decision making, and refusal skills needed to make safe/healthy choices in social situations. | Students will give feedback via activity showing problem solving, decision making, and refusal skills in a variety of situations to promote safe | problem solving, decision making, peer influence | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | NCADA, Child Center, THRIVE, CHADS |

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|------|---|----------------|--|---|--|---|------------------------------------|
| | | | Recognize peer influence on risk taking behaviors and consequences. | and healthy choices. | | | |
| PS 3 | B. Personal Safety of Self and Others | 7th-8th | Develop and apply strategies to maintain personal safety. | Students will give feedback via activity showing the ability to develop and apply strategies to maintain personal safety. | strategies, personal safety | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | Child Center, CHADS, THRIVE, NCADA |
| PS 3 | Coping Skills | 7th-8th | Apply and evaluate coping skills to manage life changing events. | Students will give feedback showing how to apply and evaluate coping skills to manage life changing events. | coping skills | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | Child Center, CHADS, THRIVE, NCADA |
| AD 4 | A. Improvement of Academic Self Concept Leading to Life Long Learning | 7th-8th | Demonstrate and refine study skills and testing taking strategies utilizing available academic resources. Consistently apply a system of study skills and testing taking strategies to promote academic success. | Students will apply the a variety of study skills within the classroom to help promote good habits. Students will also apply the RACE strategy across all content areas to improve test taking skills. | study skills, test taking skills RACE (Restate, Answer, Cite, Explain) | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | PFH |
| AD 4 | B. Self Management for Life Long Learning | 7th-8th | Demonstrate and apply a self management system to promote academic success. | Students will apply a self management system within the classroom to help promote good habits. Students will also apply the RACE strategy across all content areas to improve test taking skills. | self management system, Remind 101, Gradewatch RACE (Restate, Answer, Cite, Explain) | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | |
| AD 5 | A. Transitions | 7th-8th | Recognize ongoing academic expectations and develop strategies to meet increased demands. Identify the information and skills necessary to transition to high school. | Students will give feedback via activity showing the ability to develop strategies to meet increased demands. Students will also identify skills necessary to transition to high school. | RACE (Restate, Answer, Cite, Explain), 4 year plans, High School Registration. | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | |
| AD 6 | A. Personal Plan of Study for Life Long Learning | 7th-8th | Assess academic achievement to refine education goals for life long learning. Design a personal plan of study. | Students will be able to track academic progress through the course of the year with Standards Based Grading, have the opportunity to test and re-test on assessments based on current levels of achievement. Students also will create a personal plan of study. | Standards Based Grading, levels of achievement | Classroom/Outside Agency Lessons, individual or small group, school wide assemblies | |

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|------|---|----------------|---|--|---|---|--------|
| CD 7 | A. Integration of Self Knowledge into Life and Career Plans | 7th-8th | Use current interests, strengths and limitations to help guide career exploration, and develop a career plan. | Students will give feedback via activity regarding the results of their interest profiler and will use that information to help develop a career plan. | Career Cluster, Career Pathway, Personal Plan of Study, Missouri Connections | Students will participate in Missouri Connections and complete an interest profiler that provide results based on their interests. Students will use this information to develop a career plan and personal plan of study. | |
| CD 7 | B. Adaptations to World of Work and Technology Changes | 7th-8th | Recognize occupations and careers as they relate to career paths, personal interests and aptitudes. Explore resources to aid in career planning. | Students will give feedback via activity regarding the results of their interest profiler and will use that information to help develop a career plan. | Career Cluster, Career Pathway, Personal Plan of Study, Missouri Connections: Reality Check | Students will participate in Missouri Connections and complete an interest profiler that provide results based on their interests. Students will use this information to develop a career plan and personal plan of study. | |
| CD 7 | C. Respect for All Work | 7th-8th | Recognize the relevance of all work and workers, and their existence in a global society. Recognize the relevance of personal contributions made to school and community. | Students will give feedback via activity regarding the relevance of all work and workers. | Missouri Connections: Reality Check | Students will participate in Missouri Connections and complete the Reality Check activity that allows students analyze their choices in work and home and how to effectively manage financial and personal needs and wants. | |
| CD 8 | A. Career Decision Making | 7th-8th | Utilize career and educational information to explore career paths of interest and compare those with personal interests. | Students will give feedback via activity regarding personal interests and how it relates to their career exploration. | Missouri Connections: Interest Profiler, career pathways, personal interests | Students will participate in Missouri Connections and complete the Reality Check activity that allows students analyze their choices in work and home and how to effectively manage financial and personal needs and wants. 8th grade students will have the opportunity to visit Lewis & Clark Career Center and/or Career Fair. | |
| CD 8 | B. Education and Career Requirements | 7th-8th | Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. Identify the training and education required for occupations in career paths of interest. | Students will give feedback via activity regarding levels of training and education requirements as it relates to particular occupations and career paths. | Missouri Connections: Interest Profiler, career pathways, personal interests | Students will participate in Missouri Connections and complete the Reality Check activity that allows students analyze their choices in work and home and how to effectively manage financial and personal needs and wants. 8th grade students will have the opportunity to visit Lewis & Clark Career Center and/or Career Fair. | |
| CD 9 | A. Personal Skills for Job Success | 7th-8th | Utilize and evaluate personal ethical, and work habit skills as they relate to achieving the students' educational career plan. | Students will give feedback via activity regarding work habit skills as they relate to personal, ethical and work related areas. | Work Habits, personal, ethical, career plans. | Lewis & Clark Career center, Career Fair, Missouri Connections | NCADA, |

| | | | | | | | |
|------|-----------------------|----------------|--|--|-------------------------------|----------------------|--|
| CD 9 | B. Job Seeking Skills | 7th-8th | Identify and demonstrate basic job seeking skills of interviewing and completing applications. Utilize a portfolio of middle school/high school academic and work experience | Students will give feedback via activity identifying/ demonstrating job seeking skills and with utilize a portfolio. | Portfolio, job seeking skills | Missouri Connections | |
|------|-----------------------|----------------|--|--|-------------------------------|----------------------|--|

**High School Guidance Curriculum
(Grades 9-12)**

Grades 9-12 Guidance Curriculum High School Academic Guidance Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCABULARY | LESSONS |
|---|---|-------------|--|---|---|---|
| Applying skills needed for educational achievement | Self-regulation for educational achievement | 9th | Review and build upon a self-regulation system and adjust to the increased academic demands | <ol style="list-style-type: none"> 1. Self-regulation questionnaire 2. Grade cards/Progress reports | Time-management, Planner, Self-regulation, Grade Point Average (GPA), Credits, Transcript | <ol style="list-style-type: none"> 1. Self-regulation Questionnaire 2. Freshmen Bulletin Presentation |
| Applying the skills of transitioning between educational levels | Transitions | 10th | Self-assess and apply information to expand awareness of the relationship between high school requirements and post-secondary requirements | <ol style="list-style-type: none"> 1. ASVAB test | ASVAB, ACT, SAT | |
| Developing and monitoring personal educational plans | Educational planning for life-long learning | 11th | Evaluate and review personal plan of study for post-secondary | <ol style="list-style-type: none"> 1. Update personal plan 2. Completion of PSAT/ACT 3. College Bound Book | Prerequisite, Admission Requirements, Academic Goals | |
| Developing and monitoring personal educational plans | Educational planning for life-long learning | 12th | Apply information to revise and implement a personal learning plan necessary for life-long learning | <ol style="list-style-type: none"> 1. Personal learning plan 2. Transcript 3. College/job application | Resume, Post-secondary, Education/Career Goals | |

Grades 9-12 Guidance Curriculum High School Career Guidance Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCAB | LESSON |
|--|--|------------------|--|---|--|---|
| Applying Career Exploration and Planning Skills in the achievement of life career goals | Adaptations to world of work changes | 9 th | Recognize the 16 career clusters within the 6 career paths for exploring and preparing for careers in the future | <ol style="list-style-type: none"> 1. Continue MO Connections portfolio 2. Career Cluster Inventory 3. Interest Profiler 4. Reality Check | Career Cluster, Career Paths, Personal Plan of Study, Career Plan, Course Plan | <ol style="list-style-type: none"> 1. Missouri Connections 2. Getting Started |
| Applying Career Exploration and Planning Skills in the achievement of life career goals | Integration of self-knowledge into life and career plans | 10 th | Review current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. | <ol style="list-style-type: none"> 1. Continue MO connections portfolio 2. Work Interest Profiler 3. Skills Assessment 4. ASVAB Career Results | Action Plans, Post-secondary Preparation Requirements, Career Goals | <ol style="list-style-type: none"> 1. Career Plan 2. Looking Deeper 3. ASVAB career review |
| Knowing where and how to obtain information about the world of work and post secondary training and education. | Education and career requirements | 11 th | Apply research skills to obtain information on training and research requirements for post-secondary choices. | <ol style="list-style-type: none"> 1. MO Connections (completion of) Career Cluster Inventory; Know Myself Skills Inventory 2. PLAN early intervention roster 3. Reality Check | Cost of living, budget, college search websites, job search engines | <ol style="list-style-type: none"> 1. Next Steps 2. How to make College and Career Plans 3. College Planning Guide |
| Applying employment readiness skills and soft skills for on the job success | Job seeking skills | 12 th | Refine and utilize the Personal Learning plan which may be used for a variety of post-secondary opportunities | <ol style="list-style-type: none"> 1. College and/or job applications 2. Completion of portfolio | Interview, Resume, Application, References | |

Grades 9-12 Guidance Curriculum High School Social Emotional Curriculum

| BIG IDEA | CONCEPT | GRADE | GLE | ASSESSMENT | VOCAB | LESSONS |
|--|---|------------------------|--|---|--|--|
| Applying personal safety skills and coping strategies | Safe and Healthy Choices: 9th Grade Healthy Relationships including Dating; identifying problem solving decision making & refusal skills needed to make safe & healthy choices. | 9 th | Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. | Checklist to identify signs of Healthy Relationships: 9th grade Inventory Survey; identify how to access resources | Healthy/unhealthy relationships, resources | 1. Crider Center Presentation with 9th grade 2. Megan Meier presentation 9-12th grade |
| Applying personal safety skills and coping strategies | Personal Safety of Self and Others: 1. Drugs and Alcohol Use/Abuse 2. Cyber Safety 3. Texting and Driving | 9th - 12 th | Analyze the impact of personal decisions on the safety and health of self and others | Identify Warning Signs of Drug and Alcohol Abuse : | depression, suicide, warning signs, communicating with responsible adults | 1. Preferred Health Care Presentations 9-12th grade. 2. Heroin Assembly 9-12th grade. |
| Interacting with others in ways that respect individual & group differences | Respect for self & others CYBER BULLYING: 10th grade-promote acceptance and respect for cultural differences within the global community | 9th-12 th | Promote acceptance and respect for cultural differences within the global community. | Follow up writing activity which demonstrates understanding of respect for others and direct contact and indirect contact through electronic means | cyberbullying, bullying, harassment, bystander, victim | 1. Preferred Health Care Presentations 2. Youth in Need groups and presentations |
| Applying personal safety skills and coping strategies | Safe and Healthy Choices: identifying unhealthy relationships & dating violence 11th grade | 9th-12 th | Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. | Complete an activity that identifies signs of healthy/unhealthy relationships | Healthy/unhealthy relationships, resources, date rape/violence, abuse, control | 1. Preferred Family Healthcare presentations. 2. Crider Center Presentations. 3. Youth in Need presentations |
| Understanding self as an individual and as a member of diverse, local and global community | Being a Contributing Member of a Diverse Global Community. | 9th-12 th | Build upon activities and experiences that help the individual student become a contributing member of a global community. | Grit Assessment, complete a 12 question assessment that will measure how much grit an individual student has. Self Regulation assessment | Grit, Self-Regulation | 1. Grit Videos 2. Self Regulation activities |

Appendix

- 1. Show-Me Standards**
- 2. Guidance GLE's**
 - **Academic Development Guidance**
 - **Career Exploration and Planning Guidance**
 - **Personal and Social Development Guidance**

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Missouri students must build a solid foundation of factual knowledge and basic skills in the traditional content areas. The statements listed here represent such a foundation in reading, writing, mathematics, world and American history, forms of government, geography, science, health/physical education and the fine arts. This foundation of knowledge and skills should also be incorporated into courses in vocational education and practical arts. Students should acquire this knowledge base at various grade levels and through various courses of study. Each grade level and each course sequence should build on the knowledge base that students have previously acquired.

These concepts and areas of study are indeed significant to success in school and in the workplace. However, they are neither inclusive nor are they likely to remain the same over the years. We live in an age in which “knowledge” grows at an ever-increasing rate, and our expectations for students must keep up with that expanding knowledge base.

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

Communication Arts

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in

1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
2. reading and evaluating fiction, poetry and drama
3. reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)
6. participating in formal and informal presentations and discussions of issues and ideas
7. identifying and evaluating relationships between language and culture

Mathematics

In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
2. geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
3. data analysis, probability and statistics
4. patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
5. mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)
6. discrete mathematics (such as graph theory, counting techniques, matrices)

Science

In Science, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. properties and principles of matter and energy
2. properties and principles of force and motion
3. characteristics and interactions of living organisms
4. changes in ecosystems and interactions of organisms with their environments
5. processes (such as plate movement, water cycle, air flow) and interactions of Earth’s biosphere, atmosphere, lithosphere and hydrosphere
6. composition and structure of the universe and the motions of the objects within it
7. processes of scientific inquiry (such as formulating and testing hypotheses)
8. impact of science, technology and human activity on resources and the environment

Social Studies

In Social Studies, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

Fine Arts

In Fine Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts

Health/Physical Education

In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of

1. structures of, functions of, and relationships among human body systems
2. principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
3. diseases and methods for prevention, treatment and control
4. principles of movement and physical fitness
5. methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol and other drug use)
6. consumer health issues (such as the effects of mass media and technologies on safety and health)
7. responses to emergency situations

TURN OVER

The Show-Me Standards

KNOWLEDGE + PERFORMANCE = ACADEMIC SUCCESS

Note to Readers: What should high school graduates in Missouri know and be able to do? The Missourians who developed these standards wrestled with that question. In the end, they agreed that “knowing” and “doing” are actually two sides of the same coin. To perform well in school or on the job, one must have a good foundation of basic knowledge and skills. Equally important, though, is the ability to use and apply one’s knowledge in real-life situations.

These standards (73 in all) are intended to define what students should learn by the time they graduate from high school. On this side are 33 “performance” standards, listed under four broad goals. On the reverse side are 40 “knowledge” standards, listed in six subject areas. Taken together, they are intended to establish higher expectations for students throughout the Show-Me State. These standards do not represent everything a student will or should learn. However, graduates who meet these standards should be well-prepared for further education, work and civic responsibilities.

All Missourians are eager to ensure that graduates of Missouri’s public schools have the knowledge, skills and competencies essential to leading productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civic responsibilities. Schools need to establish high expectations that will challenge all students. To that end, the Outstanding Schools Act of 1993 called together master teachers, parents and policy-makers from around the state to create Missouri academic standards. These standards are the work of that group.

The standards are built around the belief that the success of Missouri’s students depends on both a solid foundation of knowledge and skills *and* the ability of students to apply their knowledge and skills to the kinds of problems and decisions they will likely encounter after they graduate.

The academic standards incorporate and strongly promote the understanding that active, hands-on learning will benefit students of all ages. By integrating and applying basic knowledge and skills in practical and challenging ways across all disciplines, students experience learning that is more engaging and motivating. Such learning stays in the mind long after the tests are over and acts as a springboard to success beyond the classroom.

These standards for students are not a curriculum. Rather, the standards serve as a blueprint from which local school districts may write challenging curriculum to help all students achieve. Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom.

GOAL 1

Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.

Students will demonstrate within and integrate across all content areas the ability to

1. develop questions and ideas to initiate and refine research
2. conduct research to answer questions and evaluate information and ideas
3. design and conduct field and laboratory investigations to study nature and society
4. use technological tools and other resources to locate, select and organize information
5. comprehend and evaluate written, visual and oral presentations and works
6. discover and evaluate patterns and relationships in information, ideas and structures
7. evaluate the accuracy of information and the reliability of its sources
8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
9. identify, analyze and compare the institutions, traditions and art forms of past and present societies
10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.

Students will demonstrate within and integrate across all content areas the ability to

1. identify problems and define their scope and elements
2. develop and apply strategies based on ways others have prevented or solved problems
3. develop and apply strategies based on one’s own experience in preventing or solving problems
4. evaluate the processes used in recognizing and solving problems
5. reason inductively from a set of specific facts and deductively from general premises
6. examine problems and proposed solutions from multiple perspectives
7. evaluate the extent to which a strategy addresses the problem
8. assess costs, benefits and other consequences of proposed solutions

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.

Students will demonstrate within and integrate across all content areas the ability to

1. plan and make written, oral and visual presentations for a variety of purposes and audiences
2. review and revise communications to improve accuracy and clarity
3. exchange information, questions and ideas while recognizing the perspectives of others
4. present perceptions and ideas regarding works of the arts, humanities and sciences
5. perform or produce works in the fine and practical arts
6. apply communication techniques to the job search and to the workplace
7. use technological tools to exchange information and ideas

GOAL 4

Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Students will demonstrate within and integrate across all content areas the ability to

1. explain reasoning and identify information used to support decisions
2. understand and apply the rights and responsibilities of citizenship in Missouri and the United States
3. analyze the duties and responsibilities of individuals in societies
4. recognize and practice honesty and integrity in academic work and in the workplace
5. develop, monitor and revise plans of action to meet deadlines and accomplish goals
6. identify tasks that require a coordinated effort and work with others to complete those tasks
7. identify and apply practices that preserve and enhance the safety and health of self and others
8. explore, prepare for and seek educational and job opportunities

TURN OVER

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: AD Academic Development
Grade Level Expectations (GLE) Grades K-2

| |
|--|
| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
|--|

| Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement | | | |
|---|--|--|---|
| Concept | GLE - Grade K | GLE - Grade 1 | GLE - Grade 2 |
| A. Improvement of Academic Self-concept Leading to Life-long Learning | Identify and follow classroom and school routines. DOK: Level 2 | Identify and practice the steps for completing classroom assignments and activities. DOK: Level 2 | Demonstrate skills needed to complete classroom tasks independently. DOK: Level 2 |
| B. Self-management for Life-long Learning | Identify work habits necessary for school success. DOK: Level 1 | Develop and practice work habits necessary for school success. DOK: Level 2 | Build individual work habits and study skills that apply to a variety of learning situations. DOK: Level 4 |
| Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels | | | |
| A. Transitions | Identify how school expectations are different from home, day-care, or pre-school. DOK: Level 2 | Identify increased school expectations. DOK: Level 2 | Develop strategies to meet increased school expectations. DOK: Level 3 |
| Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study | | | |
| A. Personal Plan of Study for Life-long Learning | Identify the skills needed to be a successful learner. DOK: Level 1 | Demonstrate the skills needed to be a successful learner. DOK: Level 2 | Identify goals that lead to learner success. DOK: Level 2 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: AD Academic Development
Grade Level Expectations (GLE) Grades 3-5

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|--|
| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
|--|

| Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement | | | |
|---|--|---|--|
| Concept | GLE – Grade 3 | GLE – Grade 4 | GLE – Grade 5 |
| A. Improvement of Academic Self-concept Leading to Life-long Learning | Identify and practice study skills and test-taking strategies. DOK: Level 2 | Apply study skills and test-taking strategies to improve academic achievement. DOK: Level 3 | Demonstrate study skills and test-taking strategies to enhance academic achievement. DOK: Level 3 |
| B. Self-management for Life-long Learning | Recognize and practice basic time-management and organizational skills for assignments and/or task completion. DOK: Level 2 | Apply time-management and organizational techniques necessary for assignments and/or task completion. DOK: Level 3 | Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame. DOK: Level 3 |
| Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels | | | |
| A. Transitions | Revise and practice strategies to meet increased school activities. DOK: Level 3 | Refine and apply strategies emphasizing individual responsibility for educational tasks and skills. DOK: Level 4 | Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure. DOK: Level 3 |
| Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study | | | |
| A. Personal Plan of Study for Life-long Learning | Identify education goal-setting and self-assessment skills. DOK: Level 1 or 2 | Revise and practice education goal-setting and self-assessment skills. DOK: Level 3 | Recognize the importance of an educational plan. DOK: Level 1 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: AD Academic Development
Grade Level Expectations (GLE) Grades 6-8

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|--|
| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
|--|

| Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement | | | |
|---|---|--|---|
| Concept | GLE – Grade 6 | GLE – Grade 7 | GLE – Grade 8 |
| A. Improvement of Academic Self-concept Leading to Life-long Learning | Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources. DOK: Level 3 | Demonstrate and refine study skills and test-taking strategies utilizing available academic resources. DOK: Level 3 | Consistently apply a system of study skills and test-taking strategies to promote academic success. DOK: Level 4 |
| B. Self-management for Life-long Learning | Develop and practice a self-management system to promote academic success. DOK: Level 4 | Demonstrate and refine a self – management system to promote academic success. DOK: Level 3 | Consistently apply a self-management system to promote academic success. DOK: Level 4 |
| Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels | | | |
| A. Transitions | Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations. DOK: Level 4 | Recognize ongoing academic expectations and develop strategies to meet increased demands. DOK: Level 3 | Identify the information and skills necessary to transition to high school. DOK: Level 2 |
| Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study | | | |
| A. Personal Plan of Study for Life-long Learning | Utilize goal-setting skills to identify the impact of academic achievement on an educational plan. DOK: Level 4 | Assess academic achievement to refine education goals for life-long learning. DOK: Level 3 | Design a Personal Plan of Study. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: AD Academic Development
Grade Level Expectations (GLE) Grades 9-12

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement | | | | |
|---|---|---|---|---|
| Concept | GLE – Grade 9 | GLE – Grade 10 | GLE – Grade 11 | GLE – Grade 12 |
| A. Improvement of Academic Self-concept Leading to Life-long Learning | Review and build upon educational skills necessary to progress toward life-long learning goals. DOK: Level 3 | Assess and apply educational skills necessary to progress toward individual life-long learning goals. DOK: Level 4 | Consistently utilize educational skills necessary to progress toward individual life-long learning goals. DOK: Level 3 | Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals. DOK: Level 4 |
| B. Self-Management for Life-long Learning | Review and build upon self-management system and adjust to increased academic demands. DOK: Level 4 | Assess and apply self-management system-to meet increased academic demands. DOK: Level 4 | Consistently utilize self-management system and adjust to increased academic demands. DOK: Level 4 | Exhibit self-management skills necessary for educational achievement. DOK: Level 2 |
| Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels | | | | |
| A. Transitions | Apply information and skills necessary to transition into high school. DOK: Level 3 | Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options. DOK: Level 4 | Increase knowledge and refine skills in preparation for the senior year and post-secondary options. DOK: Level 3 | Utilize the achievement and performance skills necessary to transition to post-secondary options. DOK: Level 2 |
| Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study | | | | |
| A. Personal Plan of Study for Life-long Learning | Monitor and revise a Personal Plan of Study. DOK: Level 3 | Explore options and resources available to further develop a Personal Plan of Study for life-long learning. DOK: Level 3 | Evaluate and revise a Personal Plan of Study for life-long learning DOK: Level 3 | Apply information to revise and implement a Personal Plan of Study necessary for life-long learning. DOK: Level 4 |

**Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: CD Career Development
Grade Level Expectations (GLE) Grades K-2**

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
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| Concept | GLE – Grade K | GLE – Grade 1 | GLE – Grade 2 |
| A. Integration of Self-knowledge into Life and Career Plans | Identify likes and dislikes at home and school. DOK: Level 2 | Identify strengths and interests at home and school. DOK: Level 1 | Identify new activities and interests to explore. DOK: Level 1 |
| B. Adaptations to World of Work and Technology Changes | Identify workers in the school and in families related to the six (6) career paths. DOK: Level 2 | Identify workers in the local community related to the six (6) career paths DOK: Level 2 | Identify the academic skills necessary for workers in the six (6) career paths. DOK: Level 2 |
| C. Respect for All Work | Recognize that all work is important. DOK: Level 1 | Explain the importance of jobs in the family and school. DOK: Level 2 | Explain the importance of jobs and workers in the community. DOK: Level 2 |
| Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | Identify roles and responsibilities of family members in the world of work. DOK: Level 2 | Identify and compare roles and responsibilities of workers within the school. DOK: Level 2 | Identify and compare roles and responsibilities of workers within the community. DOK: Level 2 |
| B. Education and Career Requirements | Identify the skills family members use in their work. DOK: Level 2 | Identify the skills needed by workers in the school. DOK: Level 2 | Identify the skills needed by workers in the community. DOK: Level 2 |
| Big Idea 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | Identify personal and ethical skills needed to work cooperatively with others in a group at school. DOK: Level 2 | Identify and develop personal, ethical, and work habit skills needed for school success. DOK: Level 3 | Identify personal, ethical, and work habit skills needed for workers in the community. DOK: Level 2 |
| B. Job Seeking Skills | Identify helper jobs that are available in the classroom. DOK: Level 1 | Understand how helper jobs are assigned in the classroom. DOK: Level 2 | Identify and apply the steps to obtain helper jobs within the classroom. DOK: Level 3 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: CD Career Development
Grade Level Expectations (GLE) Grades 3-5

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
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| Concept | GLE – Grade 3 | GLE – Grade 4 | GLE – Grade 5 |
| A. Integration of Self-knowledge into Life and Career Plans | Identify and apply the steps to setting short-term and long-term, personal, and educational goals. DOK: Level 3 | Compare interests and strengths with those of workers in the local community. DOK: Level 3 | Compare interests and strengths with those of workers in the global community. DOK: Level 3 |
| B. Adaptations to World of Work and Technology Changes | Compare and contrast the academic skills required of workers in the six (6) career paths. DOK: Level 3 | Identify school and community resources available for exploration of the six (6) career paths. DOK: Level 1 and 2 | Describe occupational changes that have occurred over time within the six (6) career paths. DOK: Level 3 |
| C. Respect for All Work | Recognize the contributions made by all workers to the school and community. DOK: Level 2 | Recognize the contributions of all jobs to the community. DOK: Level 2 | Describe the contributions of a variety of jobs in the community. DOK: Level 4 |
| Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | Explain what workers do and need to know in various careers. DOK: Level 2 | Relate current student learning to each of the six (6) career paths. DOK: Level 3 | Compare and contrast the roles and responsibilities of workers within the six (6) career paths. DOK: Level 3 |
| B. Education and Career Requirements | Gather information regarding training and education for a variety of careers. DOK: Level 2 | Outline the training and educational requirements for a variety of careers. DOK: Level 2 | Compare and contrast the training and educational requirements for a variety of careers. DOK: Level 3 |
| Big Idea 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. DOK: Level 3 | Demonstrate personal and ethical skills needed to work with diverse groups of people. DOK: Level 2 | Apply personal, ethical, and work habit skills needed for success in any school or work environment. DOK: Level 4 |
| B. Job Seeking Skills | Identify and apply the steps to obtain helper jobs within the school. DOK: Level 3 | Identify the components of a portfolio. DOK: Level 1 | Identify the skills needed to develop a portfolio. DOK: Level 1 |

**Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: CD Career Development
Grade Level Expectations (GLE) Grades 6-8**

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
|---|--|---|--|
| Concept | GLE – Grade 6 | GLE – Grade 7 | GLE – Grade 8 |
| A. Integration of Self-knowledge into Life and Career Plans | Use current interests, strengths, and limitations to guide individual career exploration. DOK: Level 3 | Use current interests, strengths, and limitations to guide career exploration and educational planning. DOK: Level 3 | Develop an educational and career plan based on current interests, strengths, and limitations. DOK: Level 4 |
| B. Adaptations to World of Work and Technology Changes | Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. DOK: Level 2 | Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes. DOK: Level 2 | Identify and explore a variety of resources to aid in career exploration and planning now and in the future. DOK: Level 3 |
| C. Respect for All Work | Recognize non-traditional work roles. DOK: Level 2 | Recognize the relevance of all work and workers, and their existence in a global society. DOK: Level 2 | Recognize the relevance of personal contributions made to school and community. DOK: Level 2 |
| Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | Evaluate career and educational information resources. DOK: Level 2 | Utilize career and educational information to explore career paths of interest. DOK: Level 3 | Compare personal interests with information about careers and education. DOK: Level 3 |
| B. Education and Career Requirements | Compare different types of post-secondary training and education as they relate to career choices. DOK: Level 3 | Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. DOK: Level 3 | Identify the training and education required for occupations in career paths of interest. DOK: Level 2 |
| Big Idea 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | Assess and analyze personal, ethical, and work habit skills as they relate to individual student success. DOK: Level 4 | Utilize information about personal, ethical, and work habit skills to enhance individual student success. DOK: Level 4 | Evaluate personal, ethical, and work habit skills as they relate to achieving the student’s educational career plan. DOK: Level 4 |
| B. Job Seeking Skills | Develop a resume of work experiences for home and school. DOK: Level 2 | Identify and demonstrate basic job seeking skills of interviewing and completing applications. DOK: Level 2 | Utilize a portfolio of middle school/ jr. high school academic and work experience. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: CD Career Development
Grade Level Expectations (GLE) Grades 9-12

Depth of Knowledge – DOK
 Level 1: Recall
 Level 2: Skill/Concept
 Level 3: Strategic Thinking
 Level 4: Extended Thinking

| Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | | |
|---|---|---|---|--|
| Concept | GLE – Grade 9 | GLE – Grade 10 | GLE – Grade 11 | GLE – Grade 12 |
| A. Integration of Self-knowledge into Life and Career Plans | Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary DOK: Level 3 | Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. DOK: Level 3 | Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. DOK: Level 4 | Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans. DOK: Level 4 |
| B. Adaptations to World of Work and Technology Changes | Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. DOK: Level 2 | Evaluate a variety of resources to aid in career exploration and planning now and in the future. DOK: Level 3 | Utilize a variety of resources to aid in career exploration and planning. DOK: Level 3 | Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. DOK: Level 4 |
| C. Respect for All Work | Analyze and evaluate school and community contributions as they relate to one’s career and educational plan. DOK: Level 4 | Analyze and evaluate school and community contributions as they relate to life career goals. DOK: Level 4 | Identify the value of personal contributions to the world of work as a result of one’s career choices. DOK: Level 3 | Respect all work as important, valuable, and necessary in maintaining a global society. DOK: Level 4 |
| Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | | |
| A. Career Decision Making | Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. DOK: Level 4 | Analyze career and educational information to identify the most relevant resources for specific career options. DOK: Level 4 | Synthesize career and educational information gathered from a variety of sources. DOK: Level 4 | Utilize career and educational information in career decision-making. DOK: Level 4 |
| B. Education and Career Requirements | Identify the entrance requirements and application procedures for post-secondary options. DOK: Level 2 | Apply knowledge of self to make informed decisions about post-secondary options. DOK: Level 4 | Apply research skills to obtain information on training and education requirements for post-secondary choices. DOK: Level 4 | Know and understand the levels of training and education required for post-secondary choices and life career goals. DOK: Level 4 |
| Big Idea 9: CD 9 Applying Skills for Career Readiness and Success | | | | |
| A. Personal Skills for Job Success | Identify situations which would compromise ethical habits in school or work situations. DOK: Level 3 | Identify the steps which can be used to resolve ethical issues related to school or work situations. DOK: Level 3 | Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. DOK: Level 3 | Apply personal, ethical, and work habit skills that contribute to job success. DOK: Level 4 |
| B. Job Seeking Skills | Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. DOK: Level 3 | Compare and contrast the post-secondary application process to the job application process. DOK: Level 3 | Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities. DOK: Level 3 | Utilize appropriate job-seeking skills to obtain employment. DOK: Level 4 |

**Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: PS Personal and Social Development
Grade Level Expectations (GLE) Grades K-2**

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
|---|--|---|---|
| Concept | GLE – Grade K | GLE – Grade 1 | GLE – Grade 2 |
| A. Self-Concept | Identify basic feelings. DOK: Level 1 | Identify a variety of feelings. DOK: Level 1 | Express a variety of feelings. DOK: Level 2 |
| B. Balancing Life Roles | Identify personal roles in the family. DOK: Level 1 | Identify personal roles in the school. DOK: Level 1 | Identify personal roles in the community. DOK: Level 1 |
| C. Being a Contributing Member of a Diverse Global Community | Identify character traits needed for different situations. DOK: Level 1 | Recognizing personal character traits. DOK: Level 1 | Compare and contrast character traits needed for different situations. DOK: Level 3 |
| Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | Demonstrate how to be a friend. DOK: Level 2 | Demonstrate the ability to be a friend. DOK: Level 2 | Identify and demonstrate the interpersonal skills needed to make and keep a friend. DOK: Level 4 |
| B. Respect for Self and Others | Identify similarities and differences between self and others. DOK: Level 2 | Identify similarities and differences among students within the school community. DOK: Level 2 | Identify similarities and differences among families and their traditions. DOK: Level 2 |
| C. Personal Responsibility in Relationships | Identify feelings of others. DOK: Level 1 | Express feelings effectively, both verbally and non-verbally. DOK: Level 2 | Identify the steps of solving problems and conflicts with others. DOK: Level 1 |
| Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | Identify safe and healthy choices at home and school. DOK: Level 1 | Identify steps of problem solving and decision making for personal safety. DOK: Level 1 | Practice the steps of problem solving and decision making for personal safety. DOK: Level 3 |
| B. Personal Safety of Self and Others | Identify safe/unsafe situations. DOK: Level 1 | Identify personal safety strategies. DOK: Level 1 | Apply personal safety strategies as they relate to different situations. DOK: Level 4 |
| C. Coping Skills | Identify different life changes or events. DOK: Level 1 | Recognize the effects of life changes or events related to self. DOK: Level 1 | Recognize the effects of life changes or events related to self and others. DOK: Level 1 |

Depth of Knowledge – DOK
 Level 1: Recall
 Level 2: Skill/Concept
 Level 3: Strategic Thinking
 Level 4: Extended Thinking

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: PS Personal and Social Development
Grade Level Expectations (GLE) Grades 3-5

| Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
|---|---|---|--|
| Concept | GLE – Grade 3 | GLE – Grade 4 | GLE – Grade 5 |
| A. Self-Concept | Identify positive characteristics and areas for personal growth. DOK: Level 1 | Recognize positive self-talk and communicate personal thoughts and feelings. DOK: Level 1 | Demonstrate the personal characteristics to maintain a positive self-concept. DOK: Level 2 |
| B. Balancing Life Roles | Reflect on personal roles at home and at school and identify responsibilities. DOK: Level 2 | Reflect on personal roles in the community and identify responsibilities as a community member. DOK: Level 2 | Develop strategies to balance family, school, and community roles. DOK: Level 3 |
| C. Being a Contributing Member of a Diverse Global Community | Identify the personal characteristics needed to contribute to the classroom. DOK: Level 1 | Identify the personal characteristics that contribute to the school community. DOK: Level 1 | Demonstrate personal characteristics of a contributing member of the school community. DOK: Level 2 |
| Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | Identify the interpersonal skills necessary to build quality relationships. DOK: Level 2 | Demonstrate respect for others' personal opinions and ideas. DOK: Level 2 | Exhibit mutual respect and compromise in relationships. DOK: Level 4 |
| B. Respect for Self and Others | Recognize and respect the differences between personal culture and other cultures. DOK: Level 2 | Recognize and respect diverse groups within the school and community. DOK: Level 2 | Demonstrate respect for individuals within diverse groups. DOK: Level 3 |
| C. Personal Responsibility in Relationships | Apply the steps of solving problems and conflicts with others. DOK: Level 3 | Identify and practice the skills used to compromise in a variety of situations. DOK: Level 3 | Review and implement strategies to resolve problems and conflicts successfully. DOK: Level 4 |
| Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. DOK: Level 4 | Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. DOK: Level 4 | Evaluate peer influence on problem-solving and decision-making skills. DOK: Level 4 |
| B. Personal Safety of Self and Others | Identify issues that impact personal safety. DOK: Level 1 | Describe different types of violence and harassment, and identify strategies for intervention. DOK: Level 3 | Apply personal safety strategies as they relate to violence and harassment. DOK: Level 4 |
| C. Coping Skills | Identify coping skills for managing life changes or events. DOK: Level 1 | Utilize coping skills for managing life changes or events. DOK: Level 3 | Evaluate various coping skills for managing life changes or events. DOK: Level 4 |

**Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: PS Personal and Social Development
Grade Level Expectations (GLE) Grades 6-8**

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| Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking |
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| Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
|---|---|---|---|
| Concept | GLE – Grade 6 | GLE – Grade 7 | GLE – Grade 8 |
| A. Self-Concept | Identify individual strengths and areas for personal growth and good citizenship. DOK: Level 2 | Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. DOK: Level 2 | Identify thoughts and feelings and how they relate to self-concept. DOK: Level 2 |
| B. Balancing Life Roles | Identify and develop personal planning strategies to manage individual, family, and school responsibilities. DOK: Level 3 | Apply personal planning strategies to balance individual, family, and school responsibilities. DOK: Level 4 | Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated. DOK: Level 4 |
| C. Being a Contributing Member of a Diverse Global Community | Demonstrate skills needed to participate in team building. DOK: Level 2 | Identify and practice ways to be a contributing group member. DOK: Level 2 | Recognize personal ways for the individual to contribute as a member of the school community. DOK: Level 1 |
| Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | Identify interpersonal skills needed to maintain quality relationships. DOK: Level 1 | Practice effective interpersonal skills in a variety of social situations. DOK: Level 3 | Self-assess interpersonal skills that will help maintain quality relationships. DOK: Level 3 |
| B. Respect for Self and Others | Identify and develop strategies to promote acceptance and respect in the school and community. DOK: Level 3 | Promote acceptance and respect for individual differences. DOK: Level 4 | Apply strategies that promote acceptance and respect of others within the global community. DOK: Level 4 |
| C. Personal Responsibility in Relationships | Apply problem-solving and conflict-resolution skills to new challenges. DOK: Level 4 | Practice problem-solving and conflict-resolution skills. DOK: Level 2 | Exhibit an awareness of personal responsibility in conflict situations. DOK: Level 2 |
| Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. DOK: Level 2 | Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. DOK: Level 4 | Recognize peer influence on risk-taking behaviors and consequences. DOK: Level 2 |
| B. Personal Safety of Self and Others | Identify behaviors that compromise personal safety of self and others. DOK: Level 2 | Develop strategies to maintain personal safety. DOK: Level 3 | Apply strategies related to personal safety issues. DOK: Level 4 |
| C. Coping Skills | Review and revise strategies to cope with life-changing events. DOK: Level 3 | Apply coping skills to manage life-changing events. DOK: Level 4 | Evaluate coping skills to manage life-changing events. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Content Area Strand: PS Personal and Social Development
Grade Level Expectations (GLE) Grades 9-12

Depth of Knowledge – DOK
 Level 1: Recall
 Level 2: Skill/Concept
 Level 3: Strategic Thinking
 Level 4: Extended Thinking

| Big Idea 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | | |
|---|--|--|--|--|
| Concept | GLE – Grade 9 | GLE – Grade 10 | GLE – Grade 11 | GLE - Grade 12 |
| A. Self-Concept | Develop skills needed to maintain a positive self-concept. DOK: Level 2 | Implement skills necessary to exhibit and maintain a positive self-concept. DOK: Level 3 | Practice and modify the skills necessary to exhibit and maintain a positive self-concept. DOK: Level 3 | Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. DOK: Level 4 |
| B. Balancing Life Roles | Recognize increased roles and responsibilities of the individual student within the family, school, and local community. DOK: Level 2 | Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and local communities. DOK: Level 3 | Identify and utilize resources to help balance family, school, work, and local community roles. DOK: Level 3 | Exhibit the ability to balance personal, family, school, community, and work roles. DOK: Level 4 |
| C. Being a Contributing Member of a Diverse Global Community | Identify activities the individual student might participate in to become a contributing member of a school community. DOK: Level 2 | Identify and participate in activities that help the individual student become a contributing member of a global community. DOK: Level 3 | Build upon activities and experiences that help the individual student become a contributing member of a global community. DOK: Level 3 | Exhibit the personal characteristics of a contributing member of a diverse community. DOK: Level 4 |
| Big Idea 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | | |
| A. Quality Relationships | Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. DOK: Level 2 | Practice interpersonal skills in order to help maintain quality relationships. DOK: Level 3 | Apply interpersonal skills needed to maintain quality relationships. DOK: Level 3 | Exhibit the interpersonal skills to maintain quality relationships. DOK: Level 4 |
| B. Respect for Self and Others | Explore cultural identity and world views within the community. DOK: Level 2 | Promote acceptance and respect for cultural differences within the global community. DOK: Level 3 | Exhibit respect for different cultures and points of view. DOK: Level 4 | Advocate respect for individuals and groups. DOK: Level 4 |
| C. Personal Responsibility in Relationships | Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. DOK: Level 3 | Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. DOK: Level 3 | Accept personal responsibility in conflict situations. DOK: Level 4 | Utilize and accept personal responsibility in relationships with others. DOK: Level 4 |
| Big Idea 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | | |
| A. Safe and Healthy Choices | Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. DOK: Level 2 | Utilize decision-making skills to evaluate risk-taking behavior. DOK: Level 3 | Analyze the impact of personal decisions on the safety and health of self and others. DOK: Level 4 | Utilize decision-making skills to make safe and healthy life choices. DOK: Level 4 |
| B. Personal Safety of Self and Others | Identify and utilize resources available that address personal safety issues. DOK: Level 2 | Evaluate and review resources that address personal safety issues. DOK: Level 3 | Demonstrate skills that reinforce a safe environment for all students. DOK: Level 4 | Advocate for the personal safety of self and others. DOK: Level 4 |
| C. Coping Skills | Identify resources that can help manage life changes or events. DOK: Level 2 | Analyze and refine individual coping skills to manage life-changing events. DOK: Level 3 | Apply individual coping skills to manage life-changing events. DOK: Level 3 | Exhibit coping skills to manage life-changing events. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: CD Career Development
Grade Level Standards (GLS) Grades K-2

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
|---|--|---|---|
| Cluster | GLS – Grade K | GLS – Grade 1 | GLS – Grade 2 |
| A. Integration of Self-knowledge into Life and Career Plans | a. Identify likes and dislikes at home and school. DOK: Level 2 | a. Identify strengths and interests at home and school. DOK: Level 1 | a. Identify new activities and interests to explore. DOK: Level 1 |
| B. Adaptations to World of Work and Technology Changes | a. Identify workers in the school and in families related to the six (6) career paths. DOK: Level 2 | a. Identify workers in the local community related to the six (6) career paths DOK: Level 2 | a. Identify the academic skills necessary for workers in the six (6) career paths. DOK: Level 2 |
| C. Respect for All Work | a. Recognize that all work is important. DOK: Level 1 | a. Explain the importance of jobs in the family and school. DOK: Level 2 | a. Explain the importance of jobs and workers in the community. DOK: Level 2 |
| Domain 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | a. Identify roles and responsibilities of family members in the world of work. DOK: Level 2 | a. Identify and compare roles and responsibilities of workers within the school. DOK: Level 2 | a. Identify and compare roles and responsibilities of workers within the community. DOK: Level 2 |
| B. Education and Career Requirements | a. Identify the skills family members use in their work. DOK: Level 2 | a. Identify the skills needed by workers in the school. DOK: Level 2 | a. Identify the skills needed by workers in the community. DOK: Level 2 |
| Domain 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | a. Identify personal and ethical skills needed to work cooperatively with others in a group at school. DOK: Level 2 | a. Identify and develop personal, ethical, and work habit skills needed for school success. DOK: Level 3 | a. Identify personal, ethical, and work habit skills needed for workers in the community. DOK: Level 2 |
| B. Job Seeking Skills | a. Identify helper jobs that are available in the classroom. DOK: Level 1 | a. Understand how helper jobs are assigned in the classroom. DOK: Level 2 | a. Identify and apply the steps to obtain helper jobs within the classroom. DOK: Level 3 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: CD Career Development
Grade Level Standards (GLS) Grades 3-5

Depth of Knowledge – DOK
 Level I: Recall
 Level II: Skill/Concept
 Level III: Strategic Thinking
 Level IV: Extended Thinking

| Domain 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
|---|---|---|---|
| Cluster | GLS – Grade 3 | GLS – Grade 4 | GLS – Grade 5 |
| A. Integration of Self-knowledge into Life and Career Plans | a. Identify and apply the steps to setting short-term and long-term, personal, and educational goals. DOK: Level 3 | a. Compare interests and strengths with those of workers in the local community. DOK: Level 3 | a. Compare interests and strengths with those of workers in the global community. DOK: Level 3 |
| B. Adaptations to World of Work and Technology Changes | a. Compare and contrast the academic skills required of workers in the six (6) career paths. DOK: Level 3 | a. Identify school and community resources available for exploration of the six (6) career paths. DOK: Level 1 and 2 | a. Describe occupational changes that have occurred over time within the six (6) career paths. DOK: Level 3 |
| C. Respect for All Work | a. Recognize the contributions made by all workers to the school and community. DOK: Level 2 | a. Recognize the contributions of all jobs to the community. DOK: Level 2 | a. Describe the contributions of a variety of jobs in the community. DOK: Level 4 |
| Domain 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | a. Explain what workers do and need to know in various careers. DOK: Level 2 | a. Relate current student learning to each of the six (6) career paths. DOK: Level 3 | a. Compare and contrast the roles and responsibilities of workers within the six (6) career paths. DOK: Level 3 |
| B. Education and Career Requirements | a. Gather information regarding training and education for a variety of careers. DOK: Level 2 | a. Outline the training and educational requirements for a variety of careers. DOK: Level 3 | a. Compare and contrast the training and educational requirements for a variety of careers. DOK: Level 3 |
| Domain 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | a. Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. DOK: Level 3 | a. Demonstrate personal and ethical skills needed to work with diverse groups of people. DOK: Level 2 | a. Apply personal, ethical, and work habit skills needed for success in any school or work environment. DOK: Level 4 |
| B. Job Seeking Skills | a. Identify and apply the steps to obtain helper jobs within the school. DOK: Level 3 | a. Identify the components of a portfolio. DOK: Level 1 | a. Identify the skills needed to develop a portfolio. DOK: Level 1 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: CD Career Development
Grade Level Standards (GLS) Grades 6-8

Depth of Knowledge – DOK
 Level I: Recall
 Level II: Skill/Concept
 Level III: Strategic Thinking
 Level IV: Extended Thinking

| Domain 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | |
|---|---|--|---|
| Cluster | GLS – Grade 6 | GLS – Grade 7 | GLS – Grade 8 |
| A. Integration of Self-knowledge into Life and Career Plans | a. Use current interests, strengths, and limitations to guide individual career exploration. DOK: Level 3 | a. Use current interests, strengths, and limitations to guide career exploration and educational planning. DOK: Level 3 | a. Develop an educational and career plan based on current interests, strengths, and limitations. DOK: Level 4 |
| B. Adaptations to World of Work and Technology Changes | a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. DOK: Level 2 | a. Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes. DOK: Level 2 | a. Identify and explore a variety of resources to aid in career exploration and planning now and in the future. DOK: Level 3 |
| C. Respect for All Work | a. Recognize non-traditional work roles. DOK: Level 2 | a. Recognize the relevance of all work and workers, and their existence in a global society. DOK: Level 2 | a. Recognize the relevance of personal contributions made to school and community. DOK: Level 2 |
| Domain 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | |
| A. Career Decision Making | a. Evaluate career and educational information resources. DOK: Level 2 | a. Utilize career and educational information to explore career paths of interest. DOK: Level 3 | a. Compare personal interests with information about careers and education. DOK: Level 3 |
| B. Education and Career Requirements | a. Compare different types of post-secondary training and education as they relate to career choices. DOK: Level 3 | a. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. DOK: Level 3 | a. Identify the training and education required for occupations in career paths of interest. DOK: Level 2 |
| Domain 9: CD 9 Applying Skills for Career Readiness and Success | | | |
| A. Personal Skills for Job Success | a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success. DOK: Level 4 | a. Utilize information about personal, ethical, and work habit skills to enhance individual student success. DOK: Level 4 | a. Evaluate personal, ethical, and work habit skills as they relate to achieving the student’s educational career plan. DOK: Level 4 |
| B. Job Seeking Skills | a. Develop a resume of work experiences for home and school. DOK: Level 2 | a. Identify and demonstrate basic job seeking skills of interviewing and completing applications. DOK: Level 2 | a. Utilize a portfolio of middle school/ jr. high school academic and work experience. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: CD Career Development
Grade Level Standards (GLS) Grades 9-12

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals | | | | |
|---|--|--|--|---|
| Cluster | GLS – Grade 9 | GLS – Grade 10 | GLS – Grade 11 | GLS – Grade 12 |
| A. Integration of Self-knowledge into Life and Career Plans | a. Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary DOK: Level 3 | a. Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.DOK: Level 3 | a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. DOK: Level 4 | a. Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans. DOK: Level 4 |
| B. Adaptations to World of Work and Technology Changes | a. Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. DOK: Level 2 | a. Evaluate a variety of resources to aid in career exploration and planning now and in the future. DOK: Level 3 | a. Utilize a variety of resources to aid in career exploration and planning. DOK: Level 3 | a. Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. DOK: Level 4 |
| C. Respect for All Work | a. Analyze and evaluate school and community contributions as they relate to one’s career and educational plan. DOK: Level 4 | a. Analyze and evaluate school and community contributions as they relate to life career goals. DOK: Level 4 | a. Identify the value of personal contributions to the world of work as a result of one’s career choices. DOK: Level 3 | a. Respect all work as important, valuable, and necessary in maintaining a global society. DOK: Level 4 |
| Domain 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education | | | | |
| A. Career Decision Making | a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. DOK: Level 4 | a. Analyze career and educational information to identify the most relevant resources for specific career options. DOK: Level 4 | a. Synthesize career and educational information gathered from a variety of sources. DOK: Level 4 | a. Utilize career and educational information in career decision-making. DOK: Level 4 |
| B. Education and Career Requirements | a. Identify the entrance requirements and application procedures for post-secondary options. DOK: Level 2 | a. Apply knowledge of self to make informed decisions about post-secondary options.DOK: Level 4 | a. Apply research skills to obtain information on training and education requirements for post-secondary choices.DOK: Level 4 | a. Know and understand the levels of training and education required for post-secondary choices and life career goals. DOK: Level 4 |
| Domain 9: CD 9 Applying Skills for Career Readiness and Success | | | | |
| A. Personal Skills for Job Success | a. Identify situations which would compromise ethical habits in school or work situations.DOK: Level 3 | a. Identify the steps which can be used to resolve ethical issues related to school or work situations. DOK: Level 3 | a. Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. DOK: Level 3 | a. Apply personal, ethical, and work habit skills that contribute to job success. DOK: Level 4 |
| B. Job Seeking Skills | a. Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. DOK: Level 3 | a. Compare and contrast the post-secondary application process to the job application process. DOK: Level 3 | a. Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities. DOK: Level 3 | a. Utilize appropriate job-seeking skills to obtain employment. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: PS Personal and Social Development
Grade Level Standards (GLS) Grades K-2

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
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| Cluster | GLS – Grade K | GLS – Grade 1 | GLS – Grade 2 |
| A. Self-Concept | a. Identify basic feelings. DOK: Level 1 | a. Identify a variety of feelings. DOK: Level 1 | a. Express a variety of feelings. DOK: Level 2 |
| B. Balancing Life Roles | a. Identify personal roles in the family. DOK: Level 1 | a. Identify personal roles in the school. DOK: Level 1 | a.. Identify personal roles in the community. DOK: Level 1 |
| C. Being a Contributing Member of a Diverse Global Community | a. Identify character traits needed for different situations. DOK: Level 1 | a. Recognizing personal character traits. DOK: Level 1 | a. Compare and contrast character traits needed for different situations. DOK: Level 3 |
| Domain 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | a. Demonstrate how to be a friend. DOK: Level 2 | a. Demonstrate the ability to be a friend. DOK: Level 2 | a. Identify and demonstrate the interpersonal skills needed to make and keep a friend. DOK: Level 4 |
| B. Respect for Self and Others | a. Identify similarities and differences between self and others. DOK: Level 2 | a. Identify similarities and differences among students within the school community. DOK: Level 2 | a. Identify similarities and differences among families and their traditions. DOK: Level 2 |
| C. Personal Responsibility in Relationships | a. Identify feelings of others. DOK: Level 1 | a. Express feelings effectively, both verbally and non-verbally. DOK: Level 2 | a. Identify the steps of solving problems and conflicts with others. DOK: Level 1 |
| Domain 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | a. Identify safe and healthy choices at home and school. DOK: Level 1 | a. Identify steps of problem solving and decision making for personal safety. DOK: Level 1 | a. Practice the steps of problem solving and decision making for personal safety. DOK: Level 3 |
| B. Personal Safety of Self and Others | a. Identify safe/unsafe situations. DOK: Level 1 | a. Identify personal safety strategies. DOK: Level 1 | a. Apply personal safety strategies as they relate to different situations. DOK: Level 4 |
| C. Coping Skills | a. Identify different life changes or events. DOK: Level 1 | a. Recognize the effects of life changes or events related to self. DOK: Level 1 | a. Recognize the effects of life changes or events related to self and others. DOK: Level 1 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: PS Personal and Social Development
Grade Level Standards (GLS) Grades 3-5

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
|---|--|--|---|
| Cluster | GLS – Grade 3 | GLS – Grade 4 | GLS – Grade 5 |
| A. Self-Concept | a. Identify positive characteristics and areas for personal growth. DOK: Level 1 | a. Recognize positive self-talk and communicate personal thoughts and feelings. DOK: Level 1 | a. Demonstrate the personal characteristics to maintain a positive self-concept. DOK: Level 2 |
| B. Balancing Life Roles | a. Reflect on personal roles at home and at school and identify responsibilities. DOK: Level 2 | a. Reflect on personal roles in the community and identify responsibilities as a community member. DOK: Level 2 | a. Develop strategies to balance family, school, and community roles. DOK: Level 3 |
| C. Being a Contributing Member of a Diverse Global Community | a. Identify the personal characteristics needed to contribute to the classroom. DOK: Level 1 | a. Identify the personal characteristics that contribute to the school community. DOK: Level 1 | a. Demonstrate personal characteristics of a contributing member of the school community. DOK: Level 2 |
| Domain 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | a. Identify the interpersonal skills necessary to build quality relationships. DOK: Level 2 | a. Demonstrate respect for others' personal opinions and ideas. DOK: Level 2 | a. Exhibit mutual respect and compromise in relationships. DOK: Level 4 |
| B. Respect for Self and Others | a. Recognize and respect the differences between personal culture and other cultures. DOK: Level 2 | a. Recognize and respect diverse groups within the school and community. DOK: Level 2 | a. Demonstrate respect for individuals within diverse groups. DOK: Level 3 |
| C. Personal Responsibility in Relationships | a. Apply the steps of solving problems and conflicts with others. DOK: Level 3 | a. Identify and practice the skills used to compromise in a variety of situations. DOK: Level 3 | a. Review and implement strategies to resolve problems and conflicts successfully. DOK: Level 4 |
| Domain 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | a. Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices at school. DOK: Level 4 | a. Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy choices in various life situations. DOK: Level 4 | a. Evaluate peer influence on problem-solving and decision-making skills. DOK: Level 4 |
| B. Personal Safety of Self and Others | a. Identify issues that impact personal safety. DOK: Level 1 | a. Describe different types of violence and harassment, and identify strategies for intervention. DOK: Level 3 | a. Apply personal safety strategies as they relate to violence and harassment. DOK: Level 4 |
| C. Coping Skills | a. Identify coping skills for managing life changes or events. DOK: Level 1 | a. Utilize coping skills for managing life changes or events. DOK: Level 3 | a. Evaluate various coping skills for managing life changes or events. DOK: Level 4 |

**Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: PS Personal and Social Development
Grade Level Standards (GLS) Grades 6-8**

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | |
|---|--|--|--|
| Cluster | GLS – Grade 6 | GLS – Grade 7 | GLS – Grade 8 |
| A. Self-Concept | a. Identify individual strengths and areas for personal growth and good citizenship. DOK: Level 2 | a. Demonstrate understanding of individual strengths and personal challenges and how they relate to a positive self-concept. DOK: Level 2 | a. Identify thoughts and feelings and how they relate to self-concept. DOK: Level 2 |
| B. Balancing Life Roles | a. Identify and develop personal planning strategies to manage individual, family, and school responsibilities. DOK: Level 3 | a. Apply personal planning strategies to balance individual, family, and school responsibilities. DOK: Level 4 | a. Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated. DOK: Level 4 |
| C. Being a Contributing Member of a Diverse Global Community | a. Demonstrate skills needed to participate in team building. DOK: Level 2 | a. Identify and practice ways to be a contributing group member. DOK: Level 2 | a. Recognize personal ways for the individual to contribute as a member of the school community. DOK: Level 1 |
| Domain 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | |
| A. Quality relationships | a. Identify interpersonal skills needed to maintain quality relationships. DOK: Level 1 | a. Practice effective interpersonal skills in a variety of social situations. DOK: Level 3 | a. Self-assess interpersonal skills that will help maintain quality relationships. DOK: Level 3 |
| B. Respect for Self and Others | a. Identify and develop strategies to promote acceptance and respect in the school and community. DOK: Level 3 | a. Promote acceptance and respect for individual differences. DOK: Level 4 | a. Apply strategies that promote acceptance and respect of others within the global community. DOK: Level 4 |
| C. Personal Responsibility in Relationships | a. Apply problem-solving and conflict-resolution skills to new challenges. DOK: Level 4 | a. Practice problem-solving and conflict-resolution skills. DOK: Level 2 | a. Exhibit an awareness of personal responsibility in conflict situations. DOK: Level 2 |
| Domain 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | |
| A. Safe and Healthy Choices | a. Identify problem-solving, decision-making, and refusal skills needed to make safe/healthy choices in social situations. DOK: Level 2 | a. Utilize effective problem-solving, decision-making and refusal skills needed to make safe/healthy choices in social situations. DOK: Level 4 | a. Recognize peer influence on risk-taking behaviors and consequences. DOK: Level 2 |
| B. Personal Safety of Self and Others | a. Identify behaviors that compromise personal safety of self and others. DOK: Level 2 | a. Develop strategies to maintain personal safety. DOK: Level 3 | a. Apply strategies related to personal safety issues. DOK: Level 4 |
| C. Coping Skills | a. Review and revise strategies to cope with life-changing events. DOK: Level 3 | a. Apply coping skills to manage life-changing events. DOK: Level 4 | a. Evaluate coping skills to manage life-changing events. DOK: Level 4 |

Missouri Comprehensive Guidance and Counseling Program
Conceptual Category: PS Personal and Social Development
Grade Level Standards (GLS) Grades 9-12

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| Depth of Knowledge – DOK Level I: Recall Level II: Skill/Concept Level III: Strategic Thinking Level IV: Extended Thinking |
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| Domain 1: PS 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities | | | | |
|---|--|---|--|---|
| Cluster | GLS – Grade 9 | GLS – Grade 10 | GLS – Grade 11 | GLS-Grade 12 |
| A. Self-Concept | a. Develop skills needed to maintain a positive self-concept. DOK: Level 2 | a. Implement skills necessary to exhibit and maintain a positive self-concept. DOK: Level 3 | a. Practice and modify the skills necessary to exhibit and maintain a positive self-concept. DOK: Level 3 | a. Utilize the skills necessary to exhibit and maintain a life-long positive self-concept. DOK: Level 4 |
| B. Balancing Life Roles | a. Recognize increased roles and responsibilities of the individual student within the family, school, and local community. DOK: Level 2 | a. Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and local communities. DOK: Level 3 | a. Identify and utilize resources to help balance family, school, work, and local community roles. DOK: Level 3 | a. Exhibit the ability to balance personal, family, school, community, and work roles. DOK: Level 4 |
| C. Being a Contributing Member of a Diverse Global Community | a. Identify activities the individual student might participate in to become a contributing member of a school community. DOK: Level 2 | a. Identify and participate in activities that help the individual student become a contributing member of a global community. DOK: Level 3 | a. Build upon activities and experiences that help the individual student become a contributing member of a global community. DOK: Level 3 | a. Exhibit the personal characteristics of a contributing member of a diverse community. DOK: Level 4 |
| Domain 2: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences | | | | |
| A. Quality Relationships | a. Demonstrate the ability to use interpersonal skills needed to maintain quality relationships. DOK: Level 2 | a. Practice interpersonal skills in order to help maintain quality relationships. DOK: Level 3 | a. Apply interpersonal skills needed to maintain quality relationships. DOK: Level 3 | a. Exhibit the interpersonal skills to maintain quality relationships. DOK: Level 4 |
| B. Respect for Self and Others | a. Explore cultural identity and world views within the community. DOK: Level 2 | a. Promote acceptance and respect for cultural differences within the global community. DOK: Level 3 | a. Exhibit respect for different cultures and points of view. DOK: Level 4 | a. Advocate respect for individuals and groups. DOK: Level 4 |
| C. Personal Responsibility in Relationships | a. Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills. DOK: Level 3 | a. Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others. DOK: Level 3 | a. Accept personal responsibility in conflict situations. DOK: Level 4 | a. Utilize and accept personal responsibility in relationships with others. DOK: Level 4 |
| Domain 3: PS 3 Applying Personal Safety Skills and Coping Strategies | | | | |
| A. Safe and Healthy Choices | a. Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices. DOK: Level 2 | a. Utilize decision-making skills to evaluate risk-taking behavior. DOK: Level 3 | a. Analyze the impact of personal decisions on the safety and health of self and others. DOK: Level 4 | a. Utilize decision-making skills to make safe and healthy life choices. DOK: Level 4 |
| B. Personal Safety of Self and Others | a. Identify and utilize resources available that address personal safety issues. DOK: Level 2 | a. Evaluate and review resources that address personal safety issues. DOK: Level 3 | a. Demonstrate skills that reinforce a safe environment for all students. DOK: Level 4 | a. Advocate for the personal safety of self and others. DOK: Level 4 |
| C. Coping Skills | a. Identify resources that can help manage life changes or events. DOK: Level 2 | a. Analyze and refine individual coping skills to manage life-changing events. DOK: Level 3 | a. Apply individual coping skills to manage life-changing events. DOK: Level 3 | a. Exhibit coping skills to manage life-changing events. DOK: Level 4 |

