

**Missouri Comprehensive School Counseling Program**  
**Content Area Strand: SE Social/Emotional 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
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<b>Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE – Grade K</b>	<b>GLE – Grade 1</b>	<b>GLE – Grade 2</b>
<b>A. Self-Concept</b>	Identify basic feelings. DOK: Level 1	Identify a variety of feelings. DOK: Level 1	Express a variety of feelings. DOK: Level 2
<b>B. Balancing Life Roles</b>	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
<b>C. Being a Contributing Member of a Diverse Global Community</b>	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
<b>Big Idea 2: SE 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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
<b>C. Personal Responsibility in Relationships</b>	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
<b>Big Idea 3: SE 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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
<b>C. Coping Skills</b>	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

**Missouri Comprehensive School Counseling Program**  
**Content Area Strand: SE Social/Emotional Development**  
**Grade Level Expectations (GLE) Grades 3-5**

Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking
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<b>Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE – Grade 3</b>	<b>GLE – Grade 4</b>	<b>GLE – Grade 5</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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
<b>C. Being a Contributing Member of a Diverse Global Community</b>	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
<b>Big Idea 2: SE 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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
<b>C. Personal Responsibility in Relationships</b>	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
<b>Big Idea 3: SE 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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
<b>C. Coping Skills</b>	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 School Counseling Program**  
**Content Area Strand: SE Social/Emotional Development**  
**Grade Level Expectations (GLE) Grades 6-8**

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

<b>Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>			
<b>Concept</b>	<b>GLE – Grade 6</b>	<b>GLE – Grade 7</b>	<b>GLE – Grade 8</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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
<b>C. Being a Contributing Member of a Diverse Global Community</b>	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
<b>Big Idea 2: SE 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>			
<b>A. Quality relationships</b>	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>B. Respect for Self and Others</b>	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
<b>C. Personal Responsibility in Relationships</b>	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
<b>Big Idea 3: SE 3 Applying Personal Safety Skills and Coping Strategies</b>			
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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
<b>C. Coping Skills</b>	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 School Counseling Program**  
**Content Area Strand: SE Social/Emotional 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
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<b>Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</b>				
<b>Concept</b>	<b>GLE – Grade 9</b>	<b>GLE – Grade 10</b>	<b>GLE – Grade 11</b>	<b>GLE - Grade 12</b>
<b>A. Self-Concept</b>	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>B. Balancing Life Roles</b>	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
<b>C. Being a Contributing Member of a Diverse Global Community</b>	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
<b>Big Idea 2: SE 2 Interacting With Others in Ways That Respect Individual and Group Differences</b>				
<b>A. Quality Relationships</b>	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>B. Respect for Self and Others</b>	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
<b>C. Personal Responsibility in Relationships</b>	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
<b>Big Idea 3SE: PS 3 Applying Personal Safety Skills and Coping Strategies</b>				
<b>A. Safe and Healthy Choices</b>	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>B. Personal Safety of Self and Others</b>	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
<b>C. Coping Skills</b>	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 School 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

<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE - Grade K</b>	<b>GLE - Grade 1</b>	<b>GLE - Grade 2</b>
<b>A. Improvement of Academic Self-concept Leading to Life-long Learning</b>	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>B. Self-management for Life-long Learning</b>	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
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study</b>			
<b>A. Personal Plan of Study for Life-long Learning</b>	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 School Counseling  
Content Area Strand: AD Academic Development  
Grade Level Expectations (GLE) Grades 3-5**

Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking
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<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE – Grade 3</b>	<b>GLE – Grade 4</b>	<b>GLE – Grade 5</b>
<b>A. Improvement of Academic Self-concept Leading to Life-long Learning</b>	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>B. Self-management for Life-long Learning</b>	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
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study</b>			
<b>A. Personal Plan of Study for Life-long Learning</b>	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 School Counseling Program**  
**Content Area Strand: AD Academic Development**  
**Grade Level Expectations (GLE) Grades 6-8**

Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking
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<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>			
<b>Concept</b>	<b>GLE – Grade 6</b>	<b>GLE – Grade 7</b>	<b>GLE – Grade 8</b>
<b>A. Improvement of Academic Self-concept Leading to Life-long Learning</b>	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>B. Self-management for Life-long Learning</b>	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
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	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
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study</b>			
<b>A. Personal Plan of Study for Life-long Learning</b>	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 School Counseling Program**  
**Content Area Strand: AD Academic 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
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<b>Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement</b>				
<b>Concept</b>	<b>GLE – Grade 9</b>	<b>GLE – Grade 10</b>	<b>GLE – Grade 11</b>	<b>GLE – Grade 12</b>
<b>A. Improvement of Academic Self-concept Leading to Life-long Learning</b>	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>B. Self-Management for Life-long Learning</b>	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
<b>Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels</b>				
<b>A. Transitions</b>	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
<b>Big Idea 6: AD 6 Developing and Monitoring Personal Plan of Study</b>				
<b>A. Personal Plan of Study for Life-long Learning</b>	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 School Counseling Program**  
**Content Area Strand: CD Career 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
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<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</b>			
<b>Concept</b>	<b>GLE – Grade K</b>	<b>GLE – Grade 1</b>	<b>GLE – Grade 2</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work and Technology Changes</b>	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
<b>C. Respect for All Work</b>	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
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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
<b>Big Idea 9: CD 9 Applying Skills for Career Readiness and Success</b>			
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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 School Counseling Program  
Content Area Strand: CD Career Development  
Grade Level Expectations (GLE) Grades 3-5**

Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking
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<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</b>			
<b>Concept</b>	<b>GLE – Grade 3</b>	<b>GLE – Grade 4</b>	<b>GLE – Grade 5</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work and Technology Changes</b>	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
<b>C. Respect for All Work</b>	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
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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.D	Compare and contrast the training and educational requirements for a variety of careers. DOK: Level 3
<b>Big Idea 9: CD 9 Applying Skills for Career Readiness and Success</b>			
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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 School Counseling Program  
Content Area Strand: CD Career Development  
Grade Level Expectations (GLE) Grades 6-8**

Depth of Knowledge – DOK Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking
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<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</b>			
<b>Concept</b>	<b>GLE – Grade 6</b>	<b>GLE – Grade 7</b>	<b>GLE – Grade 8</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work and Technology Changes</b>	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
<b>C. Respect for All Work</b>	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
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education</b>			
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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
<b>Big Idea 9: CD 9 Applying Skills for Career Readiness and Success</b>			
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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 School 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

<b>Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals</b>				
<b>Concept</b>	<b>GLE – Grade 9</b>	<b>GLE – Grade 10</b>	<b>GLE – Grade 11</b>	<b>GLE – Grade 12</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	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>B. Adaptations to World of Work and Technology Changes</b>	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
<b>C. Respect for All Work</b>	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
<b>Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education</b>				
<b>A. Career Decision Making</b>	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>B. Education and Career Requirements</b>	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
<b>Big Idea 9: CD 9 Applying Skills for Career Readiness and Success</b>				
<b>A. Personal Skills for Job Success</b>	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>B. Job Seeking Skills</b>	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