**Missouri Comprehensive School Counseling Program Content Area Strand: SE Social/Emotional Development Grade Level Expectations (GLE) Grades K-2**

Missouri Comprehensive School Counseling Programs

Linking School Success to Life Success

April 2016

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**Big Idea 1: SE 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: SE 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: SE 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 School Counseling Program Content Area Strand: SE Social/Emotional Development Grade Level Expectations (GLE) Grades 3-5**

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**Big Idea 1: SE 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: SE 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: SE 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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

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**Missouri Comprehensive School Counseling Program Content Area Strand: SE Social/Emotional Development Grade Level Expectations (GLE) Grades 6-8**

Missouri Comprehensive School Counseling Programs

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**Big Idea 1: SE 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: SE 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: SE 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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

Missouri Comprehensive School Counseling Programs

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**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

**Big Idea 1: SE 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: SE 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 3SE: 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 School Counseling Program**

**Content Area Strand: AD Academic Development**

**Grade Level Expectations (GLE) Grades K-2**

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Linking School Success to Life Success

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**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 Individual Career and Academic Plan (ICAP)**

**A. ICAP 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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

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**Missouri Comprehensive School Counseling**

**Content Area Strand: AD Academic Development**

**Grade Level Expectations (GLE) Grades 3-5**

Linking School Success to Life Success

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**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 Individual Career and Academic Plan (ICAP)**

**A. ICAP 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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

**Missouri Comprehensive School Counseling Program**

 **Content Area Strand: AD Academic Development**

**Grade Level Expectations (GLE) Grades 6-8**

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**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 Individual Career and Academic Plan (ICAP)**

**A. ICAP 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 an ICAP.

DOK: Level 4

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

**Missouri Comprehensive School Counseling Program Content Area Strand: AD Academic Development**

**Grade Level Expectations (GLE) Grades 9-12**

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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 Individual Career and Academic Plan (ICAP)**

**A. ICAP for Life-long Learning**

Monitor and revise an ICAP.

DOK: Level 3

Explore options and resources available to further develop an ICAP for life-long learning.

DOK: Level 3

Evaluate and revise a ICAP for life-long learning

DOK: Level 3

Apply information to revise and implement an ICAP necessary for life-long learning.

DOK: Level 4

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

 **Missouri Comprehensive School Counseling Program Content Area Strand: CD Career Development**

**Grade Level Expectations (GLE) Grades K-2**

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Linking School Success to Life Success

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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 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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

**Missouri Comprehensive School Counseling Program Content Area Strand: CD Career Development**

**Grade Level Expectations (GLE) Grades 3-5**

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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 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.D

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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

**Missouri Comprehensive School Counseling Program Content Area Strand: CD Career Development**

**Grade Level Expectations (GLE) Grades 6-8**

Missouri Comprehensive School Counseling Programs

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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

Depth of Knowledge – DOK Level 1: Recall

Level 2: Skill/Concept Level 3: Strategic Thinking Level 4: Extended Thinking

Missouri Comprehensive School Counseling Programs

Linking School Success to Life Success

 April 2016

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 **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

**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