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

Big Idea 1: SE 1 Unders	Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities						
Concept	GLE – Grade K						
A. Self-Concept	Identify basic feelings.	Identify a variety of feelings.	Express a variety of feelings.				
	DOK: Level 1	DOK: Level 1	DOK: Level 2				
B. Balancing Life Roles	Identify personal roles in the	Identify personal roles in the	Identify personal roles in the				
	family. DOK: Level 1	school. DOK: Level 1	community. DOK: Level 1				
C. Being a Contributing Member	Identify character traits needed	Recognizing personal	Compare and contrast				
of a Diverse Global	for different situations.	character traits.	character traits needed for different situations. DOK:				
Community	DOK: Level 1	DOK: Level 1	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.	Demonstrate the ability to be a	Identify and demonstrate the				
	DOK: Level 2	friend.	interpersonal skills needed to				
		DOK: Level 2	make and keep a friend.				
			DOK: Level 4				
B. Respect for Self and Others	Identify similarities and	Identify similarities and	Identify similarities and				
	differences between self and	differences among students	differences among families and				
	others.	within the school community.	their traditions.				
	DOK: Level 2	DOK: Level 2	DOK: Level 2				
C. Personal Responsibility in	Identify feelings of others.	Express feelings effectively, both	Identify the steps of solving				
Relationships	DOK: Level 1	verbally and non-verbally.	problems and conflicts with				
		DOK: Level 2	others. DOK: Level 1				
	g Idea 3: SE 3 Applying Personal S						
A. Safe and Healthy Choices	Identify safe and healthy choices	Identify steps of problem solving	Practice the steps of problem				
	at home and school.	and decision making for personal	solving and decision making for				
	DOK: Level 1	safety. DOK: Level 1	personal safety.				
D D 10.0. 40.10		71 .:0	DOK: Level 3				
B. Personal Safety of Self and	Identify safe/unsafe situations.	Identify personal safety strategies.	Apply personal safety				
Others	DOK: Level 1	DOK: Level 1	strategies as they relate to				
			different situations.				
C. Coning Shills	Identify different life of	December the effects of the	DOK: Level 4 Recognize the effects of life				
C. Coping Skills	Identify different life changes or	Recognize the effects of life	changes or events related to				
	events.	changes or events related to self.	self and others. DOK:				
	DOK: Level 1	DOK: Level 1	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

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

Missouri Comprehensive School Counseling Programs

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

Big Idea 1: SE	1 Understanding Self as an Individual ar	id as a Member of Diverse Local and C	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	Demonstrate skills needed to participate in	Identify and practice ways to be a	Recognize personal ways for the individual
Member of a Diverse Global	team building.	contributing group member.	to contribute as a member of the school
Community	DOK: Level 2	DOK: Level 2	community. DOK: Level 1
Big Ide	a 2: SE 2 Interacting With Others in Wa		Differences
A. Quality relationships	Identify interpersonal skills needed to	Practice effective interpersonal skills in a	Self-assess interpersonal skills that will
	maintain quality relationships.	variety of social situations.	help maintain quality relationships.
	DOK: Level 1	DOK: Level 3	DOK: Level 3
B. Respect for Self and Others	Identify and develop strategies to promote	Promote acceptance and respect for	Apply strategies that promote acceptance
	acceptance and respect in the school and	individual differences.	and respect of others within the global
	community. DOK: Level 3	DOK: Level 4	community. DOK: Level 4
C. Personal Responsibility in	Apply problem-solving and conflict-	Practice problem-solving and conflict-	Exhibit an awareness of personal
Relationships	resolution skills to new challenges.	resolution skills.	responsibility in conflict situations.
	DOK: Level 4	DOK: Level 2	DOK: Level 2
	Big Idea 3: SE 3 Applying Persona	l Safety Skills and Coping Strategies	
A. Safe and Healthy Choices	Identify problem-solving, decision-making,	Utilize effective problem-solving,	Recognize peer influence on risk-taking
	and refusal skills needed to make	decision-making and refusal skills	behaviors and consequences.
	safe/healthy choices in social situations.	needed to make safe/healthy choices in	DOK: Level 2
	DOK: Level 2	social situations.DOK: Level 4	
B. Personal Safety of Self and	Identify behaviors that compromise	Develop strategies to maintain personal	Apply strategies related to personal safety
Others	personal safety of self and others.	safety.	issues.
6.6.1.61.11	DOK: Level 2	DOK: Level 3	DOK: Level 4
C. Coping Skills	Review and revise strategies to cope with	Apply coping skills to manage life-	Evaluate coping skills to manage life-
	life-changing events.	changing events.	changing events.
	DOK: Level 3	DOK: Level 4	DOK: Level 4

Missouri Comprehensive School Counseling Programs

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

Missouri Comprehensive School Counseling Programs

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

Big I	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	Identify and follow classroom	Identify and practice the steps	Demonstrate skills needed to				
Self-concept Leading to	and school routines.	for completing classroom	complete classroom tasks				
Life-long Learning	DOK: Level 2	assignments and activities.	independently.				
		DOK: Level 2	DOK: Level 2				
B. Self-management for Life-	Identify work habits necessary	Develop and practice work	Build individual work habits				
long Learning	for school success.	habits necessary for school	and study skills that apply to a				
	DOK: Level 1	success.	variety of learning situations.				
		DOK: Level 2	DOK: Level 4				
Big Idea 5:	AD 5 Applying the Skills of Tra	nsitioning Between Educationa					
A. Transitions	Identify how school	Identify increased school	Develop strategies to meet				
	expectations are different from	expectations.	increased school expectations.				
	home, day-care, or pre-school.	DOK: Level 2	DOK: Level 3				
	DOK: Level 2						
Big	Idea 6: AD 6 Developing and M	onitoring Individual Career and	d Academic Plan (ICAP)				
A. ICAP for Life-long	Identify the skills needed to be	Demonstrate the skills needed	Identify goals that lead to				
Learning	a successful learner.	to be a successful learner.	learner success.				
	DOK: Level 1	DOK: Level 2	DOK: Level 2				

 $Depth\ of\ Knowledge-DOK$

Level 1: Recall Level 2: Skill/Concept Level 3: Strategic Thinking

Level 4: Extended Thinking

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

	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		Identify and practice study	Apply study skills and test-	Demonstrate study skills		
Self-concept Leading to		skills and test-taking	taking strategies to improve	and test-taking strategies to		
Life-long Learning		strategies.	academic achievement.	enhance academic		
		DOK: Level 2	DOK: Level 3	achievement.		
				DOK: Level 3		
B. Self-management fo	r Life-	Recognize and practice basic	Apply time-management and	Demonstrate ability to		
long Learning		time-management and	organizational techniques	complete assignments and/or		
		organizational skills for	necessary for assignments	tasks accurately within a		
		assignments and/or task	and/or task completion.	specified time frame.		
		completion.	DOK: Level 3	DOK: Level 3		
		DOK: Level 2				
	3 Idea 5	AD 5 Applying the Skills of Tra	ansitioning Between Educationa			
A. Transitions		Revise and practice strategies	Refine and apply strategies	Develop an understanding of		
		to meet increased school	emphasizing individual	educational tasks and skills		
		activities.	responsibility for educational	necessary to make a smooth		
		DOK: Level 3	tasks and skills.	transition to the middle school		
			DOK: Level 4	structure.		
				DOK: Level 3		
	Big	Idea 6: AD 6 Developing and M				
A. ICAP for Life-long		Identify education goal-setting	Revise and practice	Recognize the importance of		
Learning		and self-assessment skills.	education goal-setting and	an educational plan.		
		DOK: Level 1 or 2	self- assessment skills.	DOK: Level 1		
			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: AD Academic Development Grade Level Expectations (GLE) Grades 6-8

	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	Develop and practice study	Demonstrate and refine study	Consistently apply a system of	
	Self-concept Leading to	skills and test-taking strategies	skills and test-taking strategies	study skills and test-taking	
	Life-long Learning	specific to each academic area	utilizing available academic	strategies to promote academic	
		and identify available	resources.	success.	
		resources.	DOK: Level 3	DOK: Level 4	
		DOK: Level 3			
В.	Self-management for Life-	Develop and practice a self-	Demonstrate and refine a self	Consistently apply a self-	
	long Learning	management system to	 management system to 	management system to	
		promote academic success.	promote academic success.	promote academic success.	
		DOK: Level 4	DOK: Level 3	DOK: Level 4	
	Big Idea 5:	AD 5 Applying the Skills of Tra	nsitioning Between Educationa	l Levels	
A.	Transitions	Demonstrate the ability to	Recognize ongoing academic	Identify the information and	
		adjust to changing school	expectations and develop	skills necessary to transition	
		structures and continue to meet	strategies to meet increased	to high school.	
		academic expectations.	demands.	DOK: Level 2	
		DOK: Level 4	DOK: Level 3		
	Big	Idea 6: AD 6 Developing and M	onitoring Individual Career and	d Academic Plan (ICAP)	
A.	ICAP for Life-long	Utilize goal-setting skills to	Assess academic	Design an ICAP.	
	Learning	identify the impact of	achievement to refine	DOK: Level 4	
	_	academic achievement on an	education goals for life-long		
		educational plan.	learning.		
		DOK: Level 4	DOK: Level 3		

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

	Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement				
Concep	pt	GLE – Grade 9	GLE – Grade 10	GLE – Grade 11	GLE – Grade 12
A. Improveme	ent of	Review and build upon	Assess and apply	Consistently utilize	Achieve educational
Academic S	Self-	educational skills	educational skills	educational skills	levels necessary to reach,
concept Le	ading to	necessary to progress	necessary to progress	necessary to progress	maintain, and continue
Life-long L	earning	toward life-long learning	toward individual life-	toward individual life-	with individual life-long
		goals.	long learning goals.	long learning goals.	learning goals.
		DOK: Level 3	DOK: Level 4	DOK: Level 3	DOK: Level 4
B. Self-Manag	gement	Review and build upon	Assess and apply self-	Consistently utilize self-	Exhibit self-management
for Life-lor	ng	self-management	management system-to	management system	skills necessary for
Learning	-6	system and adjust to increased academic	meet increased academic	and adjust to increased	educational achievement.
Learning		demands.	demands.	academic demands.	DOK: Level 2
		DOK: Level 4	DOK: Level 4	DOK: Level 4	
	I	Big Idea 5: AD 5 Applying	the Skills of Transitioning	Between Educational Le	vels
A. Transitions	8	Apply information and	Self-assess and apply	Increase knowledge and	Utilize the achievement
		skills necessary to	information to expand	refine skills in	and performance skills
		transition into high	awareness of the	preparation for the	necessary to transition to
		school.	relationship between	senior year and post-	post-secondary options.
		DOK: Level 3	high school options and	secondary options.	DOK: Level 2
			post-secondary options.	DOK: Level 3	
			DOK: Level 4		
	Big Idea 6: AD 6 Developing and Monitoring Individual Career and Academic Plan (ICAP)				
A. ICAP for L	ife-long	Monitor and revise an	Explore options and	Evaluate and revise a	Apply information to
Learning		ICAP.	resources available to	ICAP for life-long	revise and implement an
		DOK: Level 3	further develop an ICAP	learning	ICAP necessary for
		Boit. Ecver 3	for life-long learning.	DOK: Level 3	life-long learning.
			DOK: Level 3		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

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 WI	nere And How To Obtain Information A	bout The World Of Work And Post-Se	condary 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 S	kills 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 skills needed for school success. DOK: Level 2						
B. Job Seeking Skills	Identify helper jobs that are available in the classroom. DOK: Level 1	assigned in the classroom.	Identify and apply the steps to obtain helper jobs within the classroom. DOK: Level 3			

Missouri Comprehensive School Counseling:

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

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 Wh	ere And How To Obtain Information Abo	out The World Of Work And Post-Seco	ondary 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				
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 School Counseling Programs

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

	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	limitations to guide individual career exploration.	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			
В.	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 DOK: Level 2		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 W	here And How To Obtain Information	About The World Of Work And Post-Secon	ndary 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			
В.	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				
and work habit skills as they relate to and work habit ski		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				
В.	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 School Counseling Programs

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	
	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:	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: 0	CD 8 Knowing Where And How To O	btain Information About The Wo	rld Of Work And Post-Secondary T	raining/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	information gathered from a variety of sources.	Utilize career and educational information in career decision-making. DOK: Level 4	
В.	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	information on training and education requirements for post- secondary choices.	Know and understand the levels of training and education required for post-secondary choices and life career goals. DOK: Level 4	
		Big Idea 9: CI	9 Applying Skills for Career Rea	diness and Success		
	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	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	
В.	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	which may be used for a variety	Utilize appropriate job-seeking skills to obtain employment. DOK: Level 4	

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