



# Appendix A

## Content Standards and K-12 Grade Level Expectations

**Missouri Comprehensive Guidance and Counseling Program  
Content Standards Grade Level Expectations (GLE)  
Strand PS Personal and Social Development**

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



**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand PS: Personal and Social Development**

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

**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand PS Personal and Social Development**

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



**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand: PS Personal and Social Development**

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

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

<b>Big Idea 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. Life-long Learning</b>	a. Identify and follow classroom and school routines.	a. Identify and practice the steps for completing classroom assignments and activities.	a. Demonstrate skills needed to complete classroom tasks independently.
<b>B. Self-management for Educational Achievement</b>	a. Identify work habits necessary for school success.	a. Develop and practice work habits necessary for school success.	a. Build individual work habits and study skills that apply to a variety of learning situations.
<b>Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	a. Identify how school expectations are different from home, day-care, or pre-school.	a. Identify increased school expectations.	a. Develop strategies to meet increased school expectations.
<b>Big Idea AD 6: Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning</b>	a. Identify the skills needed to be a successful learner.	a. Demonstrate the skills needed to be a successful learner.	a. Identify goals that lead to learner success.



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

<b>Big Idea 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. Life-long Learning</b>	a. Identify and practice study skills and test-taking strategies.	a. Apply study skills and test-taking strategies to improve academic achievement.	a. Demonstrate study skills and test-taking strategies to enhance academic achievement.
<b>B. Self-management for Educational Achievement</b>	a. Recognize and practice basic time-management and organizational skills for assignments and/or task completion.	a. Apply time-management and organizational techniques necessary for assignments and/or task completion.	a. Demonstrate ability to complete assignments and/or tasks accurately within a specified time frame.
<b>Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	a. Revise and practice strategies to meet increased school activities.	a. Refine and apply strategies emphasizing individual responsibility for educational tasks and skills.	a. Develop an understanding of educational tasks and skills necessary to make a smooth transition to the middle school structure.
<b>Big Idea AD 6: Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning</b>	a. Identify education goal-setting and self-assessment skills.	a. Revise and practice education goal-setting and self-assessment skills.	a. Recognize the importance of an educational plan.

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

<b>Big Idea 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. Life-long Learning</b>	a. Develop and practice study skills and test-taking strategies specific to each academic area and identify available resources.	a. Demonstrate and refine study skills and test-taking strategies utilizing available academic resources.	a. Consistently apply a system of study skills and test-taking strategies to promote academic success.
<b>B. Self-management for Educational Achievement</b>	a. Develop and practice a self-management system to promote academic success.	a. Demonstrate and refine a self-management system to promote academic success.	a. Consistently apply a self-management system to promote academic success.
<b>Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels</b>			
<b>A. Transitions</b>	a. Demonstrate the ability to adjust to changing school structures and continue to meet academic expectations.	a. Recognize ongoing academic expectations and develop strategies to meet increased demands.	a. Identify the information and skills necessary to transition to high school.
<b>Big Idea AD 6: Developing and Monitoring Personal Educational Plans</b>			
<b>A. Educational Planning for Life-long Learning.</b>	a. Utilize goal-setting skills to identify the impact of academic achievement on an educational plan.	a. Assess academic achievement to refine education goals for life-long learning.	a. Design a four to six-year educational plan.





**Missouri Comprehensive Guidance and Counseling Program  
Content Standards Grade Level Expectations (GLE)  
Strand AD: Academic Development**

<b>Big Idea 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>12<sup>th</sup> Grade</b>
<b>A. Life-long Learning</b>	a. Review and build upon educational skills necessary to progress toward life-long learning goals.	a. Assess and apply educational skills necessary to progress toward individual life-long learning goals.	a. Consistently utilize educational skills necessary to progress toward individual life-long learning goals.	a. Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.
<b>B. Self-management for Educational Achievement</b>	a. Review and build upon a self-management system and adjust to increased academic demands.	a. Assess and apply a self-management system to meet increased academic demands.	a. Consistently utilize a self-management system and adjust to increased academic demands.	a. Exhibit self-management skills necessary for educational achievement.
<b>Big Idea AD 5: Applying the Skills of Transitioning Between Educational Levels</b>				
<b>A. Transitions</b>	a. Apply information and skills necessary to transition into high school.	a. Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.	a. Increase knowledge and refine skills in preparation for the senior year and post-secondary options.	a. Utilize the achievement and performance skills necessary to transition to post-secondary options.
<b>Big Idea AD 6: Developing and Monitoring Personal Educational Plans</b>				
<b>A. Educational Planning for Life-long Learning</b>	a. Monitor and revise a four to six-year educational plan.	a. Explore options and resources available to further develop personal education plans for life-long learning.	a. Evaluate and revise an educational plan for life-long learning	a. Apply information to revise and implement a personal educational plan necessary for life-long learning.

**Missouri Comprehensive Guidance and Counseling Program  
Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea CD 7: Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals.</b>			
<b>Concept</b>	<b>GLE - Kindergarten</b>	<b>GLE - Grade 1</b>	<b>GLE - Grade 2</b>
<b>A. Integration of Self-knowledge into Life and Career Plans</b>	a. Identify likes and dislikes at home and school.	a. Identify strengths and interests at home and school.	a. Identify new activities and interests to explore.
<b>B. Adaptations to World of Work Changes</b>	a. Identify workers in the school and in families related to the six (6) career paths.	a. Identify workers in the local community related to the six (6) career paths	a. Identify the academic skills necessary for workers in the six (6) career paths.
<b>C. Respect for All Work</b>	a. Recognize that all work is important.	a. Explain the importance of jobs in the family and school.	a. Explain the importance of jobs and workers in the community.
<b>Big Idea 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>	a. Identify roles and responsibilities of family members in the world of work.	a. Identify and compare roles and responsibilities of workers within the school.	a. Identify and compare roles and responsibilities of workers within the community.
<b>B. Education and Career Requirements</b>	a. Identify the skills family members use in their work.	a. Identify the skills needed by workers in the school.	a. Identify the skills needed by workers in the community.
<b>Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<b>A. Personal Skills for Job Success</b>	a. Identify personal and ethical skills needed to work cooperatively with others in a group at school.	a. Identify and develop personal, ethical, and work habit skills needed for school success.	a. Identify personal, ethical, and work habit skills needed for workers in the community.
<b>B. Job Seeking Skills</b>	a. Identify helper jobs that are available in the classroom.	a. Understand how helper jobs are assigned in the classroom.	a. Identify and apply the steps to obtain helper jobs within the classroom.



**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea 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>	a. Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	a. Compare interests and strengths with those of workers in the local community.	a. Compare interests and strengths with those of workers in the global community.
<b>B. Adaptations to World of Work Changes</b>	a. Compare and contrast the academic skills required of workers in the six (6) career paths.	a. Identify school and community resources available for exploration of the six (6) career paths.	a. Describe occupational changes that have occurred over time within the six (6) career paths.
<b>C. Respect for All Work</b>	a. Recognize the contributions made by all workers to the school and community.	a. Recognize the contributions of all jobs to the community.	a. Describe the self-satisfaction that comes from completing a work responsibility.
<b>Big Idea 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>	a. Explain what workers do and need to know in various careers.	a. Relate current student learning to each of the six (6) career paths.	a. Compare and contrast the roles and responsibilities of workers within the six (6) career paths.
<b>B. Education and Career Requirements</b>	a. Gather information regarding training and education for a variety of careers.	a. Outline the training and educational requirements for a variety of careers.	a. Compare and contrast the training and educational requirements for a variety of careers.
<b>Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<b>A. Personal Skills for Job Success</b>	a. Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	a. Demonstrate personal and ethical skills needed to work with diverse groups of people.	a. Apply personal, ethical, and work habit skills needed for success in any school or work environment.
<b>B. Job Seeking Skills</b>	a. Identify and apply the steps to obtain helper jobs within the school.	a. Identify the components of a portfolio.	a. Identify the skills needed to develop a portfolio.

**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand CD: Career Development**

<b>Big Idea 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>	a. Use current interests, strengths, and limitations to guide individual career exploration.	a. Use current interests, strengths, and limitations to guide career exploration and educational planning.	a. Develop an educational and career plan based on current interests, strengths, and limitations.
<b>B. Adaptations to World of Work Changes</b>	a. Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.	a. Be aware of occupations and careers as they relate to career paths, personal interests, and aptitudes.	a. Identify and explore a variety of resources to aid in career exploration and planning now and in the future.
<b>C. Respect for All Work</b>	a. Identify males and females in non-traditional work roles.	a. Recognize the relevance of all work and workers, and their existence in a global society.	a. Identify personal contributions made to school and community.
<b>Big Idea 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>	a. Evaluate career and educational information resources.	a. Utilize career and educational information to explore career paths of interest.	a. Compare personal interests with information about careers and education.
<b>B. Education and Career Requirements</b>	a. Compare different types of post-secondary training and education as they relate to career choices.	a. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.	a. Identify the training and education required for occupations in career paths of interest.
<b>Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>			
<b>A. Personal Skills for Job Success</b>	a. Assess and analyze personal, ethical, and work habit skills as they relate to individual student success.	a. Utilize information about personal, ethical, and work habit skills to enhance individual student success.	a. Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.
<b>B. Job Seeking Skills</b>	a. Develop a resume of work experiences for home and school.	a. Identify and demonstrate basic job seeking skills of interviewing and completing applications.	a. Utilize a portfolio of middle school/ jr. high school academic and work experience.



**Missouri Comprehensive Guidance and Counseling Program Content Standards Grade Level Expectations (GLE)  
Strand: CD Career Development**

<b>Big Idea 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>	a. Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary	a. Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.	a. Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics.	a. Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.
<b>B. Adaptations to World of Work Changes</b>	a. Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future.	a. Evaluate a variety of resources to aid in career exploration and planning now and in the future.	a. Utilize a variety of resources to aid in career exploration and planning.	a. Utilize knowledge of career exploration and planning to adapt new career and educational opportunities as the world of work changes.
<b>C. Respect for All Work</b>	a. Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.	a. Analyze and evaluate school and community contributions as they relate to life career goals.	a. Identify personal contributions to a global society to be made as a result of one’s life career choices.	a. Respect all work as important, valuable, and necessary in maintaining a global society.
<b>Big Idea 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>	a. Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.	a. Analyze career and educational information to identify the most relevant resources for specific career options.	a. Synthesize information gathered from a variety of sources.	a. Utilize career and educational information in career decision-making
<b>B. Education and Career Requirements</b>	a. Identify the entrance requirements and application procedures for post-secondary options.	a. Apply knowledge of self to make informed decisions about post-secondary options.	a. Apply research skills to obtain information on training and education requirements for post-secondary choices.	a. Know and understand the levels of training and education required for life career goals.
<b>Big Idea CD 9: Applying Employment Readiness Skills And The Skills For On-The-Job Success.</b>				
<b>A. Personal Skills for Job Success</b>	a. Identify situations which would compromise ethical habits in school or work situations.	a. Identify the steps which can be used to resolve ethical issues related to school or work situations.	a. Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.	a. Apply personal, ethical, and work habit skills that contribute to job success.
<b>B. Job Seeking Skills</b>	a. Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.	a. Compare and contrast the post-secondary application process to the job application process.	a. Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.	a. Utilize appropriate job-seeking skills to obtain employment.

# OVERVIEW OF EACH OF THE COMPREHENSIVE GUIDANCE AND COUNSELING PROGRAM STRANDS, BIG IDEAS AND CONCEPTS

## Personal and Social Development (PS) Strand

The knowledge, skill, and “positions-of-the-mind” developed via the lessons in the Personal and Social Development Strand of the Guidance and Counseling Curriculum form the foundation for learning in the Academic Development and Career Development Strands. The Big Ideas and Comprehensive Guidance and Counseling Standards provide the framework for understanding and respecting self as an individual and as a member of family, school, and community groups. The concepts which serve as K-12 guides for the Comprehensive Guidance and Counseling Curriculum emphasize personal responsibility, respect and social responsibility as a part of living and working with others—the rights and privileges of being a contributing citizen of the local and global community. Students are supported as they become advocates for the well-being of themselves and others.

### ***PS STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS***

#### ***Big Idea PS 1: Understanding self as an individual and as a member of diverse local and global communities***

**Concepts:** PS 1A Self concept  
PS 1B Balancing life’s roles  
PS 1C Citizenship and contribution within a diverse community

**Major Points:** \* Personal characteristics \* Interrelationship of thoughts, feelings and actions in daily life  
\* Each person is important in/to his or her extended (global) as well as immediate community \* All people of the world are inter-related

#### ***Big Idea PS 2: Interacting with others in ways that respect individual and group differences***

**Concepts:** PS 2 A Quality relationships  
PS 2 B Respect for self and others  
PS 2 C Personal responsibility in relationships

**Major Points:** \* Respect is the right and responsibility of each individual \* Each person is like all other people in some ways \* Each person is like some other people in some ways \* Each person is unlike all other people in some ways \* Similarities and differences contribute to people working together in our diverse world

#### ***Big Idea PS 3: Applying personal safety skills***

**Concepts:** PS 3 A Safe and healthy choices  
PS 3 B Personal safety of self and others  
PS 3 C Coping skills

**Major Points:** \* Physical and psychological safety \* Peer pressure influences individual choices \* External influences interact with individual factors in the decision-/choice- making process \* Advocacy for self and others \* Seeking help when external or internal conflict threatens well being (e.g. suicidal thoughts) \* Respond to personal concerns as well as the needs of peers \* Develop skills to cope with “happy” and/or “unhappy” events—expected/unexpected

## Academic Development (AD) Strand

Embedded in the Academic Development Strand are three critical aspects: Self-efficacy, attribution, and empowerment. Self-efficacy refers to each student's belief in his or her ability to set and attain goals. Attribution refers to the individual's belief that his or her own behavior and effort can directly impact success and/or failure. Empowerment refers to the educational system equipping the individual with the skills and tools necessary to achieve goals—throughout the lifespan. Test taking skills are systematically and intentionally taught to every K-12 student. Students are taught to recognize the need for academic assistance, and that assistance is available and accessible to all students. Students learn that transitions are a part of life. They learn that anticipating transitions and what is expected in the next phase of academic life will make transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career) easier. Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the personal changes transitions require. The Missouri School Improvement Program requires that all students engage in the on-going development of Personal Plans of Study beginning no later than 8<sup>th</sup> grade. The Academic Development Strand places emphasis on the knowledge, understanding and skills K-12 students need in order to develop meaningful Personal Plans of Study.

### ***AD STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS***

#### ***Big Idea AD 4: Applying skills needed for educational achievement***

**Concepts:** AD 4 A Lifelong learning  
AD 4 B Self-management for educational achievement

**Major Points:** \* Academic self efficacy \* Set and attain academic goals \* Self-management \* Study and test taking skills\* Recognize need for academic assistance and where and how to get help

#### ***Big Idea AD 5: Applying the skills of transitioning between educational levels***

**Concept:** AD 5 A Transitions

**Major Points:** \* Acquire the information necessary to make smooth transitions from grade to grade and setting to setting \*Know and understand expectations of teachers and requirements of subject areas \* Know and understand the personal changes required to make successful transitions

#### ***Big Idea AD 6: Developing and monitoring personal educational plans.***

**Concept:** AD 6 A Educational Planning for Lifelong Learning

**Major Points:** (The Missouri School Improvement Program requires all students to have a Personal Plan of Study initiated no later than 8<sup>th</sup> grade.) \* Develop a meaningful educational plan. \* Set goals \* Develop plans to reach goals \* Know and use sources of information and assistance \* Review, re-think and revise plans

## Career Development (CD) Strand

The over-arching purposes of learning and understanding within the Career Development Strand are: to help students develop an awareness of the world of work and workers; to understand the role and meaning of work in our lives and society; and making career decisions. Specific skills and understanding include: individual student planning processes, knowing and using sources of career information, post-secondary options, employment readiness skills and personal skills that lead to job success. The developmental aspect of career exploration, planning and decision-making is addressed through systematic and sequential K-12 strategies. Underlying themes include the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction, the inter-relationship of all parts of one's life (e.g. family, community, work, and leisure) across the life span, and knowledge of and access to career information. The real test of effective learning and understanding in the Career Development Strand is getting and keeping a job! The focus on personal character helps K-12 students develop individual skills of: taking responsibility, dependability, punctuality, integrity, self-management and effort. Employment readiness skills include appreciation and respect of other's differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one's contribution in the classroom and in the workplace.

### ***CD STRAND BIG IDEAS/COMPREHENSIVE GUIDANCE AND COUNSELING STANDARDS AND CONCEPTS***

#### ***Big Idea CD 7: Applying career exploration and planning skills in the achievement of life career goals***

**Concepts:** CD 7 A Integration of self knowledge into life and career planning  
CD 7 B Adaptation to world of work change  
CD 7 C Respect for all work

**Major Points:** \* Career exploration \* Individual student planning skills \* Dignity and necessity of all work and workers \* Preferences and skills influence overall job satisfaction \* A "balanced life" \* Inter-relationship of all parts of one's life across the life span \* Life career planning \* Know and understand skills required in the world of work and daily living

#### ***Big Idea CD 8: Knowing where and how to obtain information about the world of work and post-secondary training/education.***

**Concepts:** CD 8 A Career decision making  
CD 8 B Education and Career Requirements

**Major Points:** \* Seeking and using information that is credible, age-appropriate, and unbiased \* Know and understand the level of preparation required for various occupations (e.g., apprenticeships, vocational and technical education, 4-year and 2-year college or university). \* Career information resources (e.g., print/electronic/personal interviews) \* Ability to access information \* Self-advocacy as a career decision-maker.

#### ***Big Idea CD 9: Applying employment readiness skills and the skills for on-the-job success***

**Concepts:** CD 9 A Personal skills for job success  
CD 9 B Job seeking skills

**Major Points:** \* Employment readiness \* individual responsibility, dependability, punctuality, integrity, self-management \* Work ethic and effort \* Appreciation and respect for co-worker differences \* Working as a team member to accomplish the goals of the organization \* Understand these skills as contributing to work performance and effectiveness in the classroom and in the workplace.