

K-12 Missouri Learning Standards School Counseling

Academic Development

*Missouri Department of Elementary and Secondary Education
Fall 2024*

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1. ACADEMIC ACHIEVEMENT				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify and understand classroom routines, assignments, and activities.	Identify strategies to work collaboratively with others.	Demonstrate study skills, strategies and utilize academic resources.	Identify strategies to make informed academic decisions.
Academic Skills	Perform classroom routines, assignments, and activities. Demonstrate skills needed to complete classroom routines, assignments, and activities.	Identify study skills and understand test-taking strategies. Apply test-taking strategies. Demonstrate strategies to work collaboratively with others. Identify academic self-advocacy skills.	Develop academic self-advocacy skills. Understand the academic decision-making process. Identify critical thinking and problem-solving skills.	Utilize critical thinking and problem-solving skills. Demonstrate ability to evaluate multiple options to make a decision.
B.	Identify classroom behaviors necessary for school success.	Identify time-management and organizational skills for assignments and task completion.	Work through academic challenges effectively.	Adapt time management and organizational skills to meet the needs of high school.
Academic Self-Management	Demonstrate classroom behaviors necessary for school success.	Identify effective learning strategies. Demonstrate time-management and organizational techniques for assignments and task completion. Acknowledge personal responsibility for academic behaviors.	Implement effective learning strategies. Adapt time management and organizational skills to meet the needs of middle school. Develop personal responsibility for academic behaviors.	Demonstrate personal responsibility for academic behaviors. Independent application of time management skills. Ownership of learning.

2. ACADEMIC TRANSITIONS				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify how school expectations are different from home, day-care, pre-school, or previous grade.	Identify new grade level expectations each year (e.g., classroom behavior, academic expectations, peer collaboration in classroom)	Identify new grade level expectations each year.	Identify new grade level expectations each year.
Transitional Skills		Identify new skills needed for middle school. Practice new skills needed for middle school.	Identify new skills needed for high school. Practice new skills needed for high school.	Identify new skills needed for post-secondary education and/or work force. Demonstrate skills needed for post-secondary education and/or work force.

3. ACADEMIC PLANNING				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify activities that foster curiosity.	Identify the skills needed to be a self-motivated learner.	Demonstrate the skills needed to be a self-motivated learner.	Apply self-motivated learning skills in a variety of settings.
Life-Long Learning Skills	Understanding the need for new learning.	Identify belief in one's ability to learn. Identify belief in one's ability to complete academic tasks.	Demonstrate belief in one's ability to learn. Demonstrate belief in one's ability to complete academic tasks.	Pursue opportunities that foster new learning. Apply one's ability to complete academic tasks in a variety of settings.
B.	Understand what a goal is.	Identify the purpose of educational goal setting.	Identify skills through self-assessment .	Monitor and revise ICAP to incorporate goals, areas of strength, talent and interest, and assessment results.
Goal Setting	Understand the importance of goals. Understand educational goal setting.	Practice educational goal setting.	Utilize current educational goals in developing an ICAP . Integrate skills identified through self-assessment into goal setting . Monitor progression towards goals and adjust accordingly.	Demonstrate ability to set goals for post-secondary education, technical training military service, and/or workforce.

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Career Development

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1. CAREER EXPLORATION				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A. Self-Appraisal	Identify likes and dislikes at home and school.	Identify interests, skills, and values at home and school.	Clarify interests, skills, and values at home and school.	Refine interests, skills, and values at home and school.
	Identify new activities and interests to explore.		Compare interests, skills, and values with those of workers in the local and global community. Explore Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.	Apply what has been learned about skills, interests, and values to the world of work and/or postsecondary education. Identify Missouri career paths, clusters, and pathways as it relates to personal interests, skills, and values.
B. Career Awareness	Notice / identify different types of workers that you see around you.	Explore the six career paths in order to understand how different people with different interests, values, and skills might be interested in different types of careers.	Identify careers from people who you know and sort them in the six Missouri career paths (e.g., RIASEC Model).	Revise ICAP based on current strengths, talents and interests, areas for growth and development, and assessment results.
	Recognize that all work is valuable. Recognize that all careers are open to anyone, regardless of identities.	Recognize that there have been barriers to careers—both historically and currently—for some individuals and groups based on their identities.	Develop a career plan utilizing the ICAP Template based on current interests, strengths, and areas for growth and development.	Identify the value of personal contributions to the world of work as a result of one’s career choices. Respect all work as important, valuable, and necessary in maintaining a global society.

2. CAREER PLANNING				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
C.	Identify various work roles within the classroom. Demonstrate taking part in different classroom roles.	Relate current student learning to each of the six (6) career paths (e.g., the RIASEC Model). Explain what workers do and need to know in various careers.	Evaluate career and educational information resources. Utilize career and educational information to explore career paths of interest. Compare personal interests with information about careers and education.	Integrate career and educational information with knowledge of self and six career paths (e.g., the RIASEC Model) to identify occupations of interest. Synthesize career and educational information gathered from a variety of sources. Integrate career and education information to identify next steps for personal career goals.
D.	Recognize different types of post-secondary education and training.	Demonstrate knowledge of different types of post-secondary education and training.	Compare different types of post-secondary training and education as they relate to career choices. Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. Identify the training and education required for occupations in career paths of interest.	Identify the entrance requirements and application procedures for post-secondary options. Apply knowledge of self to make informed decisions about post-secondary options. Apply research skills to obtain 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.
Career Preparation				
Training and Career Requirements				

3. CAREER READINESS				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
E.	Identify skills needed to work cooperatively with others in a group at school.	Compare personal, ethical, and work skills needed for success in both school and the world of work.	Demonstrate and understand transferable job skills.	Identify potential conflicts that can come up in work situations.
Skills for Job Success	Identify skills and work habits needed for workers in the community. Identify the aspects of character (e.g., six pillars of character) that relate to the world of work.	Understand how the aspects of character (e.g., six pillars of character) relate to the world of work. Identify personal and ethical skills needed to work with people of all backgrounds and identities.	Demonstrate personal, ethical, and work skills as they relate to the ICAP and individual career goals.	Identify steps to resolve potential conflicts in the work setting. Assess personal, ethical, and work skills as they relate to the ICAP and individual career goals.
F.	Identify skills that help gather information and complete tasks, including learning to ask questions and basic communication skills.	Identify ways that workers communicate with groups and individuals. Apply skills to help gather information and complete tasks, including asking questions and basic communication skills.	Identify and demonstrate basic job seeking skills of interviewing and completing applications. Understand the purpose of a resume. Develop a portfolio of middle school/jr. high school academic and work experience.	Identify and develop interviewing and process skills needed for career success. These includesustaining a face-to-face conversation, answering and asking questions appropriately, preparing professional written correspondence, and appropriately responding to constructive feedback or rejection. Create and refine a resume to use for a variety of post-secondary opportunities. Implement job- and/or post-secondary seeking skills. Apply learned skills to post-secondary education and/or work.
Job-Seeking Skills				

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Intrapersonal and Interpersonal Development

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1. SELF-MANAGEMENT				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify different types of feelings.	Identify more complex feelings and emotions.	Transition and recognizing that emotions may change from one setting to the next.	Identify when reactions are creating dysregulation/causing distress.
Emotion Regulation	Acknowledge different types of feelings. Understand different expressions of emotion.	Revisit and reinforce the acknowledgment of different types of feelings.	Being able to recognize reactions to emotions (in yourself). Early identification of emotional status. Develop awareness of the spectrum of emotional intensity.	
B.	Identify strategies to use when feeling heightened emotions.	Identify strategies to foster positive emotional experiences.	Revisit and refine safe strategies to express heightened emotions.	Apply strategies to cope with difficult situations in the moment.
Coping Skills	Practice safe strategies to express heightened emotions.		Revisit and refine safe strategies to foster positive emotional experiences.	

2. RESPONSIBLE DECISION-MAKING				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify safe and healthy choices at home and school.	Practice the steps of problem solving and decision making for personal safety.	Recognize risk-taking behaviors and evaluate potential consequences.	Utilize decision-making skills to evaluate risk-taking behavior.
Safe and Healthy Choices	Identify steps of problem solving and decision making for personal safety. Identify refusal skills and when to use them.	Apply effective problem-solving, decision-making, and refusal skills to make safe and healthy life choices. Identify the role that peer influence may have on problem-solving and decision-making skills.	Evaluate peer influence on problem-solving and decision-making skills. Identify personal agency in problem-solving, decision-making, and refusal skills to make safe/healthy choices.	Analyze the impact of personal decisions on the safety and health of self and others. Utilize decision-making skills to make safe and healthy life choices. Advocate for the personal safety of self and others.

3. RELATIONSHIP SKILLS				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Describe what it means to be a friend.	Identify the decision-making process for friend selection based on good friendship qualities.	Understand the need for boundaries in healthy relationships.	Demonstrate the ability to communicate about safe boundaries in relationships.
Healthy Relationships	Identify the qualities of a good friend. Identify the social skills needed to be a friend. Demonstrate the interpersonal skills needed to be a friend.	Demonstrate the social skills needed to maintain relationships. Demonstrate respect for others' personal opinions and ideas. Exhibit mutual respect and compromise in relationships.	Identify safe boundaries in relationships. Identify ways to communicate about safe boundaries in relationships.	Demonstrate the ability to select peers with healthy relationship skills.

B.	Express feelings effectively, both verbally and non-verbally.	Identify the steps of solving problems and conflicts with others.	Review and implement strategies to resolve problems and conflicts successfully.	Recognize personal responsibility in conflict situations.
Conflict Resolution	Identify who to ask for help when having a conflict with someone.	Apply the steps of solving problems and conflicts with others. Identify and practice the skills used to compromise in a variety of situations.	Apply problem-solving and conflict-resolution skills to new challenges. Exhibit an awareness of personal responsibility in conflict situations.	Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.

4. SOCIAL AWARENESS				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify similarities and differences between self and others.	Identify similarities and differences across cultures, backgrounds, and belief systems.	Identify and develop strategies to promote respect of others in the school and community.	Apply strategies to promote respect of others within the global community.
Respect for Self and Others	Identify important customs and practices of families in the community.	Demonstrate respect for everyone regardless of if we disagree with them and/or have individual differences. Respect other people whether they are similar or different from you.	Explore cultures and families that are different from you. Explore your own cultural identity.	Advocate respect for cultural differences within the global community. Exhibit respect for different cultures and points of view.
B.	Identify feelings of others by observing emotional expressions.	Understand the concept of active listening.	Implement active listening and empathy in relationships.	Understanding the need for self-compassion to be empathic towards others.
Empathy	Recognize and respond when others want to be included in play.	Demonstrate active listening. Identify more complex feelings of others by observing emotional expressions and listening.	Identify the differences between empathy and sympathy.	Practice perspective-taking to effectively collaborate with others.

5. SELF-AWARENESS				
CONCEPTS	GRADE K-2	GRADE 3-5	GRADE 6-8	GRADE 9-12
A.	Identify activities and interests of personal interest.	Identify skills and activities that are more difficult to accomplish.	Identify strengths and skills that you are proud of.	Engage in self-assessment to refine strengths and areas of growth.
Self-Acceptance	Identify positive attributes or characteristics of oneself. Practice saying positive comments about oneself	Identify skills and activities that are easier to accomplish and enjoyable. Understand the concept of self-talk.	Identify areas that you would like to grow and improve on. Assess personal use of self-talk.	Engage in self-assessment to evaluate congruence between values and actions. Identify and/or practice ways to seek assistance in areas for growth. Understand your strengths and weaknesses, and practice embracing yourself for both.
B.	Identify personal roles in the family.	Reflect on personal roles at home and at school and identify responsibilities.	Identify and develop personal planning strategies to manage individual, family, and school responsibilities.	Recognize increased roles and responsibilities of the individual student within the family, school, and local community.
Personal Responsibilities	Identify personal roles in the school. Identify personal roles in the community.	Reflect on personal roles in the community and identify responsibilities as a community. Develop strategies to balance family, school, and community roles.	Apply personal planning strategies to balance individual, family, and school responsibilities. Recognize the different roles and responsibilities people play in the family, school, and community, and how those roles and responsibilities are interrelated.	Prioritize roles and responsibilities and implement strategies to balance family, school, work, and local communities. Identify and utilize resources to help balance family, school, work, and local community roles. Exhibit the ability to balance personal, family, school, community, and work roles.

<p>C.</p>	<p>Identify character traits needed for different situations.</p>	<p>Identify the personal characteristics needed to contribute to the classroom.</p>	<p>Demonstrate skills needed to participate in team building.</p>	<p>Identify activities the individual student might participate in to become a contributing member of a school community.</p>
<p>Citizenship</p>	<p>Recognizing personal character traits.</p> <p>Compare and contrast character traits needed for different situations.</p>	<p>Identify the personal characteristics that contribute to the school community.</p> <p>Demonstrate personal characteristics of a contributing member of the school community.</p> <p>Recognize and respect the differences between personal culture and other cultures.</p>	<p>Identify and practice ways to be a contributing group member.</p> <p>Recognize personal ways for the individual to contribute as a member of the school community.</p> <p>Recognize and respect the differences between personal culture and other cultures.</p>	<p>Identify and participate in activities that help the individual student become a contributing member of a global community.</p> <p>Exhibit the personal characteristics of a contributing member of a diverse community.</p> <p>Demonstrate respect for individuals within diverse groups.</p>