

**KNOWLEDGE + SELF AWARENESS + PERFORMANCE = LIFETIME SUCCESS**  
**CONTENT STANDARDS FOR THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM (CG)**  
**2003 Standards Cross walked to 1997 Areas and Categories**

**Background Information:** As a part of the Missouri Comprehensive Guidance Program review and revision process, the student competencies were evaluated for relevance, omissions, and overall adequacy. The Missouri School Counseling Association (MSCA) District Presidents selected exemplary Professional School Counselors to participate in the initial step of the competency review process. The feedback from that group was used to develop the first draft of the revisions. The draft of the competency revisions was reviewed by groups of Professional School Counselors, Counselor Educators, The State Advisory Council and other interested individuals. Their feedback was incorporated into subsequent drafts; the "tentative-final draft" was posted on the Department of Elementary and Secondary Education (DESE) website for review/comment by the profession as a whole. Comments received included the recommendation that the Comprehensive Guidance Program student competencies be aligned with the Show-Me Standards. A change in terminology was incorporated—what were once called "Categories and Competencies" are now called "Content Standards" in order to reflect the terminology of the Show-me Standards.

This document describes the new Content Standards for the Missouri Comprehensive Guidance Program. The new standards reflect the collective result of the intensive review of the original categories and competencies.

**Next Steps:** The next steps include the development of the needs assessment instrument and the identification of grade-level benchmarks from which the Comprehensive Guidance Program Curriculum Framework and ancillary support materials will be developed. Both activities are in progress and the preliminary results will be available at the MSCA Fall conference. **PLEASE NOTE: For the 2003-2004 year and until notification to the contrary the "old" student needs assessment will be appropriate ... or districts may choose to design their own to meet their needs.**

As you work with the 2003 Comprehensive Guidance (CG) Program Standards, it is important for you to keep the following information in mind:

1. SIMPLIFY was the consistent message received from all groups. We have made every attempt to do just that by narrowing the number of overall Standards to nine (9).
2. While the 2003 Comprehensive Guidance (CG) Content Standards may appear drastically different from the 1997 competencies, there is actually a great deal of overlap. After the description of each CG Content Standard, the corresponding 1997 Areas and Categories are listed.
3. The 2003 Comprehensive Guidance (CG) Content Standards were designed to parallel the Show-Me Standards. The Comprehensive Guidance Content is emphasized; the processes used to teach content will utilize the Performance Goals of the Show-me Standards. For example, Goal 3 of the Show-Me Standards has to do with decision-making across disciplines (including the Guidance Curriculum). Thus, while decision-making is not a specific CG Content Standard, it will be taught and applied through performance in all curriculum content standards.

**IN THE COMPREHENSIVE GUIDANCE PROGRAM,  
STUDENTS IN MISSOURI PUBLIC SCHOOLS WILL ACQUIRE A SOLID FOUNDATION IN:**

**PERSONAL AND SOCIAL DEVELOPMENT**

**CG 1 understanding self as an individual and as a member of diverse local and global communities.**

**Major Points:** The content of Standard CG 1 is designed to help students in grades K-12 know and understand their personal characteristics. Emphasis is placed on knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives. Learning in this standard includes knowledge that contributes to an understanding of the importance of each person in his or her extended (global) as well as immediate community (e.g. family, classroom, school, city or town) and each person's role and inter-relatedness with all other people of the world.

**CG 1 Cross-walk to 1997 Area I: Career Planning and Exploration**

*Category C: Understanding How Being Male or Female Relates to School and Work*

*Category N: Learning to Use Leisure Time*

**CG 1 Cross-walk to 1997 Area II: Knowledge of Self and Others**

*Category B: Understanding and Accepting Myself*

*Category P: Learning about Family*

**CG 2 interacting with others in ways that respect individual and group differences.**

**Major Points:** Standard CG 2 focuses on helping students in grades K-12 know, understand and apply the concept that respect is the right and responsibility of each individual. The learning includes developing the individual's understanding of the similarities and differences of others and ways these similarities and differences contribute to working together in our diverse world.

**CG 2 Cross-walk to 1997 Area I: Career Planning and Exploration**

*Category C: Understanding How Being Male or Female Relates to School and Work*

*Category N: Learning to Use Leisure Time*

**CG 2 Cross-walk to 1997 Area II: Knowledge of Self and Others**

*Category H: Understanding and Getting Along with Others*

*Category P: Learning about Family Responsibilities*

**CG 3 applying personal safety skills.**

**Major Points:** Physical safety and psychological safety are emphasized in the content of Standard CG 3. The learning in this standard is based on the premise that young people are vulnerable. For example they may be vulnerable to the influence of peer pressure to engage in unhealthy behavior such as experimenting with drugs and/or sexual activity. In addition, there are students who may become victims of harassment, sexual abuse or physical abuse. External influences interact with individual factors as the young person makes decisions and choices. The emphasis is on promoting the K-12 student's ability to advocate for himself or herself. The knowledge and skills include awareness of a variety of methods to seek help when an external threat to health or safety exists or when an internal conflict threatens his or her well being (e.g. suicidal thoughts). Learning includes how to respond to personal concerns as well as the needs of peers.

**CG 3 Cross-walk to 1997 Area II: Knowledge of Self and Others**

*Category K: Knowing how Alcohol and Other Drugs Affect My Friends and Me*

**ACADEMIC DEVELOPMENT**

**CG 4 applying skills needed for educational achievement.**

**Major Points:** The emphasis of Standard CG 4 is developing "academic self efficacy". This includes instilling the belief that every individual can set and attain academic goals. Self-management, study and test taking skills are systematically and intentionally taught to every K-12 student. Sources of help are available for students; they are taught to recognize the need for academic assistance and where and how to get help.

**CG 4 Cross-walk to 1997 Area I: Career Planning and Exploration**

*Category L: Planning High School Classes (9-12)*

***CG 4 Cross-walk to 1997 Area III: Educational and Vocational Development***

*Category J: Improving Study and Basic Learning Skills*

*Category M: Learning from Friends about (the next grade/level in school)*

*Category O: Planning for School (and beyond)*

**CG 5 applying the skills of transitioning between educational levels.**

**Major Points:** The learning within Standard CG 5 includes helping K-12 students acquire the information necessary to make smooth transitions from grade to grade and setting to setting (e.g. elementary school to middle school; school to career). Understanding expectations of teachers and requirements of subject areas are examples of information that will help students understand the changes required by transitions.

***CG 5 Cross-walk to 1997 Area I: Career Planning and Exploration***

*Category D: Making Decisions about College (9-12)*

*Category L: Planning High School Classes (9-12)*

***CG 5 Cross-walk to 1997 Area III: Educational and Vocational Development***

*Category M: Learning from Friends about (the next grade/level in school)*

*Category O: Planning for School (and beyond)*

**CG 6 developing and monitoring personal educational plans.**

**Major Points:** The Missouri School Improvement Program requires all students to have individual educational and career plans that are initiated no later than 8<sup>th</sup> grade. Standard CG 6 places emphasis on the knowledge, understanding and skills K-12 students need in order to develop a meaningful educational plan. Specific tasks include: learning to set goals; developing a plan to reach goals; knowing where to go for information/assistance; reviewing and modifying plans.

***CG 6 Cross-walk to 1997 Area I: Career Planning and Exploration***

*Category D: Making Decisions about College (9-12)*

*Category L: Planning High School Classes (9-12)*

***CG 6 Cross-walk to 1997 Area III: Educational and Vocational Development***

*Category O: Planning for School (and beyond)*

**CAREER DEVELOPMENT**

**CG7 applying career exploration and planning skills in the achievement of life career goals.**

**Major Points:** Standard CG 7 includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration will emphasize the dignity and necessity of all work and workers; the role of one's preferences and skills in overall job satisfaction and the concept of a "balanced life." Included in this Standard will be the inter-relationship of all parts of one's life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

***CG 7 Cross-walk to 1997 Area I: Career Planning and Exploration***

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**2003 CONTENT STANDARDS FOR THE MISSOURI COMPREHENSIVE GUIDANCE PROGRAM Cross walked to 1997 Areas and Categories**

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- Category A: Exploring Careers (Exploring/Planning for Careers [7-12])*
- Category C: Understanding how Being Male or Female Relates to School and Work*
- Category D: Making Decisions about College (9-12)*
- Category L: Planning High School Classes (9-12)*
- Category N: Learning how to use Leisure Time*
- CG 7 Cross-walk to 1997 Area III: Educational and Vocational Development**
- Category O: Planning for School (and beyond)*
- Category E: Preparation for Finding Jobs (7-12)*
- Category I: Finding Jobs (9-12)*

**CG 8 knowing where and how to obtain information about the world of work and post-secondary training/education.**

**Major Points:** The learning of Standard CG8 is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased.

Students will be provided with systematic and sequential opportunities to learn about 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). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual's ability to be an advocate for self.

- CG 8 Cross-walk to 1997 Area I: Career Planning and Exploration**
- Category A: Exploring Careers (Exploring/Planning for Careers [7-12])*
- Category C: Understanding how Being Male or Female Relates to School and Work*
- Category D: Making Decisions about College (9-12)*
- CG 8 Cross-walk to 1997 Area III: Educational and Vocational Development**
- Category O: Planning for School (and beyond)*
- Category E: Preparation for Finding Jobs (7-12)*
- Category I: Finding Jobs (9-12)*

**CG9 applying employment readiness skills and the skills for on-the-job success.**

**Major Points:** Employment readiness, in Standard CG 9, is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for 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.

- CG 9 Cross-walk to 1997 Area I: Career Planning and Exploration**
- Category A: Exploring Careers (K-6) (Exploring/Planning for Careers [7-12])*
- CG 9 Cross-walk to 1997 Area III: Educational and Vocational Development**
- Category E: Preparation for Finding Jobs (7-12)*
- Category I: Finding Jobs (9-12)*

**If you have comments, suggestions, or questions please contact Kyle Heislen or John Robbins.**

07/14/2003