

# Grades 6-8

**Self-Awareness –**  
**Students shall acquire**  
**and apply self-**  
**knowledge in order to**  
**develop personal,**  
**learning and career**  
**goals. 1**

**A Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others. 1.A**

- 1a Demonstrate behavior and decisions that reflect interests, likes and dislikes. 1.A.1A
- 1b Identify abilities, strengths, skills and talents as seen by self and others and explain the significance to education and career plans. 1.A.1B
- 2 Demonstrate and evaluate behaviors that show selfconfidence, self-efficacy, and a positive self-concept. 1.A.2
- 3 Engage in behaviors and express attitudes that positively affect self-concept and the self-concept of others. 1.A.3

---

**B Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development. 1.B**

- 1 Assess the degree to which interactions and feedback is used to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful. 1.B.1
- 2 Demonstrate personal responsibility for actions including dealing with outside pressures and contributing to group activities. 1.B.2
- 3 Analyze the impact of academic achievement on the ability to work cooperatively in a group. 1.B.3
- 4 Identify and resolve conflicts and bring to consensus when appropriate. 1.B.4
- 5 Demonstrate, problem-solve and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication. 1.B.5

---

**C Recognize that growth and change are integral parts of the career development process. 1.C**

- 1 Recognize that growth and change in mind and body is experienced throughout life. 1.C.1
- 2a Identify situations and access resources, including other people, to seek assistance when needed. 1.C.2A
- 2b Recognize that external events often cause life changes. 1.C.2B
- 2c Identify motivations and aspirations. 1.C.2C
- 3 Demonstrate adaptability and flexibility when initiating or responding to change. 1.C.3

- 4 Recognize that one's motivations and aspirations are likely to change with time and circumstances. 1.C.4
- 

**D Apply self-knowledge to decision-making and goal-setting. 1.D**

- 1a Demonstrate an awareness of strategic thinking to make effective decisions about goals for learning and performance. 1.D.1A
- 1b Assess career and academic interests to make decisions about academic course selection and career program of study choices. 1.D.1B
- 1c Analyze financial choices based on available resources, needs, and wants for goods and services. 1.D.1C
- 

**Career Awareness – Students shall use the Maryland Career Clusters and career pathways including Career and Technology Education (CTE) programs of study in order to understand their relationship to educational achievement and life-long learning. 2**

**A Analyze/compare the industries represented in Maryland's 10 Career Clusters and how they relate to the needs and functions of the economy and society. 2.A**

- 1a Identify career clusters and related CTE programs of study. 2.A.1A
- 1b Describe how career clusters relate to the needs and functions of Maryland's economy. 2.A.1B
- 1c Research occupations and careers within each career cluster and identify academic and CTE programs of study to inform academic and career planning 2.A.1C
- 2 Compare/contrast the shift in the work organization of the 21st century versus the past. 2.A.2
- 

**B Understand the connections among educational achievement, lifelong learning and the career options across career pathways. 2.B**

- 1a Use knowledge of one's learning style, positive attitude, and behaviors to improve educational attainment and adjust behavior, when needed, to maximize achievement. 2.B.1A
- 1b Identify the connections between one's educational achievement and personal and career goals. 2.B.1B
- 2a Assess one's educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals. 2.B.2A
- 2b Use study skills, strategies and learning habits to improve achievement. 2.B.2B
- 2c Use technology to access, store, manage, analyze, and communicate information to enhance and improve achievement. 2.B.2C
- 

**C Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters. 2.C**

- 1a Recognize the relevance of career information to career planning including, knowledge about career clusters and related economic information, career options, education degrees, and training requirements. 2.C.1A
- 1b Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality. 2.C.1B
- 2 Investigate career clusters and career options, including those that may be nontraditional (i.e. relative to one's gender, race, culture, or ability.) 2.C.2

- 3 Evaluate assessments of personal career results to knowledge of self and career clusters. 2.C.3

---

**D Recognize that decision-making is an important part of an individual's career development. 2.D**

- 1a Identify resources for gathering career information relevant to making a decision. 2.D.1A
- 1b Examine the relationships among education, skills, career choices, economic conditions and income. 2.D.1B
- 2 Recognize how one's personal priorities (e.g. financial, educational, leisure) are part of one's decision-making. 2.D.2
- 3 Negotiate alternatives and their outcomes to make informed decisions. 2.D.3
- 4 Explain how decision-making may involve compromise and cite examples. 2.D.4

---

**E Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development. 2.E**

- 1 Explore that one has personal, leisure, community, work roles, and responsibilities which must be balanced and that there are many ways to do so. 2.E.1
- 2 N/A 2.E.2

---

**Career Exploration – Students shall assess career cluster choices and related career pathways including Career Technology Education (CTE) programs of study in order to develop an academic and career plan. 3**

**A Prepare an academic and career plan based on high school graduation requirements, a sequence of Career Technology Education (CTE) program of study courses, related academics and postsecondary options. 3.A**

- 1 Develop an academic and career plan that includes postsecondary options. 3.A.1
- 2 Explore the requirements for effective transition from one learning level to the next (i.e. middle to high school and high school to postsecondary). 3.A.2
- 3 Investigate program sequences for career clusters including CTE programs of study of interest that overlap with other career pathways. 3.A.3
- 4 Explore specific learning experiences within and across career clusters. 3.A.4
- 5 Select options for further education and/or training (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools). 3.A.5

---

**B Use a process/model for knowing and thinking about how one makes decisions. 3.B**

- 1 Explain/apply steps of a decision-making model to inform academic and career planning. 3.B.1
- 2 Identify how cultural beliefs and attitudes impact one's career decisions. 3.B.2

---

**Career Preparation: Students shall prepare for postsecondary and career success through a**

**A Acquire cluster and academic content knowledge and skills to succeed in high school and beyond. 4.A**

- 1 Apply academic content standards of the Maryland State Curriculum. 4.A.1

**sequenced academic and technical program of study and related workplace experiences.** 4

- 2 Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problemsolving, and project-based learning. 4.A.2
- 3 Explore academic and careerrelated skills and the Skills for Success through project-based learning and career connecting activities. 4.A.3
- 4 N/A 4.A.4

---

**B Use the selected decision-making process/model to update and modify the six-year academic and career plan.** 4.B

- 1 N/A 4.B.1
- 2 N/A 4.B.2

---

**Job-Seeking and Advancement – Students shall demonstrate skills to secure, maintain and advance in employment.** 5

**A Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one’s career.** 5.A

- 1 N/A 5.A.1
- 2 N/A 5.A.2
- 3 N/A 5.A.3
- 4 N/A 5.A.4
- 5 N/A 5.A.5
- 6 N/A 5.A.6
- 7 N/A 5.A.7

---

**Career Satisfaction and Transition – Individuals shall demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.** 6

**A Apply career management and decision-making skills to update ones’ career plan as needed.** 6.A

- 1 N/A 6.A.1
- 2 N/A 6.A.2
- 3 Explain how education, work, family, national crisis and economic conditions affect decisions. 6.A.3
- 4 N/A 6.A.4
- 5 N/A 6.A.5
- 6 N/A 6.A.6

---

**B Evaluate the impact of lifelong learning on one’s ability to function effectively in a diverse and changing economy.** 6.B

- 1 N/A 6.B.1
- 2 N/A 6.B.2
- 3 N/A 6.B.3
- 4 N/A 6.B.4
- 5 N/A 6.B.5