

Grades 9-12

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 Integrate a broad range of interests into personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on career planning. 1.A.1A
- 1b Evaluate how positive personal characteristics affect career decisions and planning. 1.A.1B
- 2 Explain and assess how one’s self-concept affects and promotes both educational achievement and success at work. 1.A.2
- 3 Evaluate how the impact of situations, attitudes, and the behaviors of others affect self-concept and how behaviors and attitudes affect 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 Monitor and adjust behavior in group activities in a way that is honest, fair, helpful, and respectful. 1.B.1
- 2 Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities. 1.B.2
- 3 Evaluate individual and group performance and plan improvements using explicit criteria. 1.B.3
- 4 Demonstrate the ability to support group decisions, respect dissenting positions, and/or use consensus. 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 Analyze the results of personal growth and change throughout life to determine future growth opportunities. 1.C.1
- 2 Identify situations (e.g. applying to college, seeking employment, experiencing problems in school, encountering financial instability, developing a disability, and design strategies to access resources, including other people, to seek assistance when needed. 1.C.2
- 3 Demonstrate and analyze how effectively one responds to change and/or initiates change. 1.C.3
- 4 Explain how motivations and aspirations changed with time and circumstance. 1.C.4

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

- 1a Plan and follow steps to make effective decisions and achieve goals for learning and performance. 1.D.1A
- 1b Revise academic and career plan to reflect growth and development. 1.D.1B
- 1c Identify 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 and research career clusters and CTE programs of interest. 2.A.1A
- 1b Determine academic and career related goals 2.A.1B
- 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 Assess past, present, and future informal and formal learning experiences that connect to one’s life goals. 2.B.1A
- 1b Analyze the connections between one’s educational achievement and personal and career goals and adjust behavior in a way that integrates the strong connections. 2.B.1B
- 2a Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency of one’s 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 Evaluate and identify relevant career information resources to use in selecting and planning for a career cluster and career pathway. (i.e., economic, labor market, and employer-specific). 2.C.1A
- 1b Compare occupations and careers within a career cluster using labor market information to determine post secondary education opportunities including two-year and four-year college programs, certificate programs, apprenticeship, and trade school options. 2.C.1B
- 1c Compare and contrast earning power with levels of education and training of careers within clusters of interest. 2.C.1C
- 2 Demonstrate openness to and consider career cluster and options that one might view as nontraditional (i.e. relative to one's gender, race, culture, or ability.) 2.C.2
- 3 Evaluate career assessment results to identify a career cluster related academic courses and program of study to inform academic and career planning. 2.C.3

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

- 1a Explore and evaluate career information relevant to making a decision. 2.D.1A
- 1b Evaluate the relationships among education, skills, career choices, economic conditions and income. 2.D.1B
- 2 Explain how one's career decision-making reflects personal priorities (e.g. financial, educational, leisure). 2.D.2
- 3 Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions. 2.D.3
- 4 Apply 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 Examine one's personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected. 2.E.1
 - 2 Identify the connections between life roles and lifestyle. 2.E.2
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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 Review one’s academic and career plan, including postsecondary options and make modifications on an annual basis 3.A.1
- 2 Demonstrate the knowledge and skills necessary to transfer effectively from one learning level to the next. 3.A.2
- 3 Design a program sequence for selected academic/career options including, if applicable, CTE programs of study, postsecondary education and/or training opportunities. 3.A.3
- 4 Apply academic/career-related content standards including CTE programs of study, if applicable, to work-based learning experiences and one’s program sequence (high school plan). 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 Demonstrate the use of a decision-making model to inform academic and career planning on an ongoing basis. 3.B.1
- 2 Describe the impact of one’s culture, beliefs, and attitudes on one’s career decisions. 3.B.2

Career Preparation: Students shall prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences. 4

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
- 2 Apply academic and career – related content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, workbased learning, and project-based learning. 4.A.2
- 3 Demonstrate academic and career related skill and the Skills for Success through projectbased learning and, if applicable, CTE programs of study and other career connecting activities 4.A.3
- 4 Develop a career folder /portfolio to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation. 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 Identify problems and/or gaps in the existing academic and career plan annually. 4.B.1
 - 2 Develop and complete the steps and timelines for taking post secondary entrance tests, choosing and applying to colleges / training programs, and gaining admission, obtaining financial aid (FAFSA) or selecting employment options. 4.B.2
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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 Demonstrate proficiency in academic and career-related content standards, academic content standards and Skills for Success. 5.A.1
 - 2 Demonstrate skills to seek employment including writing a resume and cover letter, completing a job application, interviewing for a job, finding and pursuing employment leads and marketing oneself in the workplace. 5.A.2
 - 3 Demonstrate proficiency in transferable skills that lead to advancement within a career cluster of occupations (e.g. business management finance cluster: financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing.) 5.A.3
 - 4 Make decisions about the advantages and challenges of employment in a non-traditional career. 5.A.4
 - 5 N/A 5.A.5
 - 6 N/A 5.A.6
 - 7 N/A 5.A.7
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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 Determine changes and trends that may impact career plans and develop short- and long-term goals. 6.A.1
- 2 Explain that many skills and behaviors are needed to manage one’s career development (e.g. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility). 6.A.2
- 3 Describe how education, work, family issues, national crisis and economic/labor market conditions affect decisions. 6.A.3
- 4 N/A 6.A.4
- 5 Analyze and compare school and work needs with regard to interests, skills, and values to determine if long term goals are met. 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 Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life. 6.B.1
- 2 Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals. 6.B.2
- 3 N/A 6.B.3
- 4 Explain how society's needs/functions and economic conditions affect one's career development (e.g. demographics, global competition, economic recession, and war). 6.B.4
- 5 Evaluate how technology has changed and determine implications for one's lifelong learning. 6.B.5