

Grades PreK-2

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

- 1 Identify interests, likes and dislikes and how they impact one’s self concept. **1.A.1**
- 2 **1.A.2**
- 3 Recognize that situations, attitudes, and the behavior of others affect self-concept and that of others. **1.A.3**

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

- 1 Identify positive social skills and manners including demonstrating gratitude when interacting with others in a way that is honest, fair, helpful and respectful. **1.B.1**
- 2 Identify the difference between appropriate and inappropriate behaviors in specific school and social situations. **1.B.2**
- 3 Demonstrate use of rules and procedures to work cooperatively with others in a variety of group situations, including the impact on learning and academic achievement. **1.B.3**
- 4 Identify conflicts and explain the importance of resolving group conflict cooperatively and peacefully. **1.B.4**

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

- 1 Describe how one has grown and changed. **1.C.1**
- 2 Identify situations in which one might need assistance from people or other resources (e.g. school problems). **1.C.2**
- 3 N/A **1.C.3**
- 4 N/A **1.C.4**

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

- 1 Recognize that everyone is a decision-maker. **1.D.1**

Career Awareness –
Students shall use the Maryland Career Clusters and career pathways including Career and Technology

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

- 1 Identify the industries where family members work. **2.A.1**
- 2 N/A **2.A.2**

Education (CTE) programs of study in order to understand their relationship to educational achievement and life-long learning. 2

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

- 1 Explain how one is a learner and identify attitudes and behaviors that impact on educational achievement. 2.B.1
- 2 Identify academic strengths. 2.B.2

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

- 1 N/A 2.C.1
- 2 N/A 2.C.2
- 3 N/A 2.C.3

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

- 1 N/A 2.D.1
- 2 N/A 2.D.2
- 3 Recognize that there are alternatives to consider when making a decision and that each has outcomes. 2.D.3
- 4 N/A 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 N/A 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 N/A 3.A.1
- 2 N/A 3.A.2
- 3 N/A 3.A.3
- 4 Explore specific learning experiences that are school-based and related to Maryland's career clusters. 3.A.4
- 5 N/A 3.A.5

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

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