Career Development Framework
Grades Pre-K – Postsecondary (PS)/Adult

Standard 1: *Self-Awareness – Students will acquire and apply self-knowledge to build and maintain a positive self-concept.*				
Indicator A. Acquire and apply self-knowledge to understand one's abilities, strengths, interests, skills, and talents as seen by self and others.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. Identify one's interests and likes and dislikes and how they impact one's self concept.	1. Identify one's positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty).	1a. Demonstrate behavior and decisions that reflect one's interests, likes and dislikes. 1b. Identify one's abilities, strengths, skills and talents as seen by self and others and explain the significance to one's career plans.	1a. Integrate a broad range of interests into one's personal and career goals and assess the impact of one's abilities, strengths, skills and talents on one's career development. 1b. Evaluate how positive personal characteristics affect career development.	1a. Expand and/or modify interests and adjust one's personal and career goals.
2. Identify behaviors and attitudes that reflect one's self-confidence, sense of self-efficacy, and self-concept.	2. Explore actions that will build and maintain a positive self-concept.	2. Demonstrate and evaluate behaviors that show self-confidence, sense of self efficacy, and a positive self-concept.	2. Explain and assess how one's self -concept affects and promotes both educational achievement and success at work.	2. Assess how one manages the potential impact of one's educational achievement and/or success at work on one's self-concept.
3. Recognize that situations, attitudes, and the behavior of others affect one's self –concept and that of others.	3. Explain how specific situations, attitudes, and the behavior of others affect one's self –concept and that of others.	3. Engage in behaviors and express attitudes that positively affect one's self concept and the self-concept of others	3. Evaluate how the impact of situations, attitudes and the behaviors of others affect one's self concept and how one's behaviors and attitudes affect the self-concept of others.	3. Re-examine and adjust, when necessary, behaviors and attitudes to express a positive self-concept.
Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. Identify positive social skills, manners and showing gratitude to interact with others in a way that is honest, fair, helpful and respectful.	1. Demonstrate and evaluate how one's positive social skills, manners, and showing gratitude contribute to effective interactions with others group activities.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Assess the degree to which one interacts and uses feedback to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.
2. Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.	2. Assess the consequences of appropriate and inappropriate behavior and effects of outside pressure in specific school, and social situations.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions, the handling of outside pressure on oneself and contributions to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions, the handling of outside pressure on oneself and contributions to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions, the handling of outside pressure on oneself and contributions to group activities.

3. Demonstrate use of rules and procedures to work cooperatively with others in a variety of group situations, including impact on one's learning and academic achievement.	3. Identify and apply goals, rules, procedures, roles, and resources to work cooperatively in group activities, including impact on one's learning and academic achievement.	3. Analyze the impact on academic achievement of one's ability to work cooperatively in group activities.	3. Evaluate individual and group performance and plan improvements using explicit criteria.	3. Evaluate individual and group performance and plan improvements using explicit criteria.
4. Identify conflicts and explain the importance of resolving group conflict cooperatively and peacefully.	4. Identify and resolve conflicts using skills such as consensus, compromise, collaboration, avoidance, and accommodation.	4. Identify and resolve conflicts and bring to consensus when appropriate.	4. Demonstrate the ability to support group decisions, respect dissenting positions and/or use consensus.	4. Demonstrate the ability to support group decisions, respect dissenting positions and/or use consensus.
5. Explain and demonstrate effective communication strategies such as paraphrasing, reflections, active listening and assertive communication.	5. Explain and demonstrate effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve and evaluate communication experiences and ones's use of effective strategies such as paraphrasing, reflections, active listening and assertive.	5. Demonstrate, problem-solve and evaluate communication experiences and ones's use of effective strategies such as paraphrasing, reflections, active listening and assertive.	5. Demonstrate, problem-solve and evaluate communication experiences and one's use of effective strategies such as paraphrasing, reflections, active listening and assertive.
Indicator C. Recognize that growth and change are integral parts of career development				
1. Describe how one has grown and changed.	1. Describe how one has grown and changed.	1. Recognize that one will experience growth and change in mind and body throughout life.	1. Analyze the results of one's growth and changes throughout life to determine areas of growth for the future.	1. Analyze the results of one's growth and changes throughout life to determine areas of growth for the future.
2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).	2. Identify situations and access resources, including other people, to seek assistance when needed.	2. Identify situations (school problems, financial problems, applying to college and for a job) and access resources, including other people, to seek assistance when needed.	2. Assess one's strategies for accessing people and other resources when assistance is needed.
3. N/A	3. Recognize that external events often cause life changes.	3. Demonstrate adaptability and flexibility when initiating or responding to change.	3. Demonstrate and analyze how effectively one responds to change and/or initiates change.	3. Assess one's strategies for managing life changes caused by external events.
4. N/A	4. Identify one's motivations and aspirations.	4. Recognize that one's motivations and aspirations are likely to change with time and circumstances.	4. Explain how one's motivations and aspirations have changed with time and circumstance.	4. Assess how changes in one's motivations and aspirations over time have affected one's career development.

Indicator D. Apply self-knowledge to decision making and goal-setting.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. Recognize that everyone is a decision-maker.	1. Recognizes that self-knowledge enables one to make decisions, and effectively plan.	1. Demonstrate an awareness of one's strategic thinking to make effective decisions about one's goals for learning and performance.	1. Plan and follow steps to make effective decisions and achieve goals for learning and performance.	1. Monitor, evaluate and make necessary adjustments in goals, plans, or actions.

Standard 2: Career Awareness – Students will understand Maryland Career Clusters and pathways and their relationship to educational achievement and life-long learning.

Indicator 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.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. Identify the industries where family members work.	1. Identify the industries in the community that align with the career clusters.	1a. Analyze/compare and identify related career clusters. 1b. Describe how career clusters relate to the needs and functions of Maryland's economy and affect one's career development	1. Identify, explain, and experience career clusters of interest.	1. Re-examine and evaluate how career clusters can help one to respond to changing societal needs and economic conditions.
N/A	N/A	2. Compare/contrast the shift in the work organization of the 21st century versus the past.	2. Compare/contrast the shift in the work organization of the 21st century versus the past.	2. Evaluate how changing societal needs and economic conditions affect the nature of work and an individual's progression within a career cluster and pathway.

Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. Explain how one is a learner and identify attitudes and behaviors that impact on educational achievement.	1a. Explore one's learning style and identify ways to become an independent learner and take responsibility for one's learning. 1b. Analyze personal attitudes, behaviors, and learning habits and identify how they impact educational achievement.	1a. Use knowledge of one's learning style, positive attitudes and behaviors to improve educational attainment and adjust behavior, when needed, to maximize achievement. 1b. Identify the connections between one's educational achievement and personal and career goals.	1a. Assess past, present, and future informal and formal learning experiences that connect to one's life goals. 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.	1a. Adjust behavior in a way that integrates the strong connections between educational achievement and personal and career goals. 1b. Understand that ongoing attainment of knowledge and skills enhances an individual's ability to function effectively in a diverse and changing economy.

2. Identify academic strengths.	2a. Describe how proficiencies in math, science, and language arts impact the selection and attainment of one's personal and career goals. Identify how to get extra help when needed. 2b. Develop the study skills that promote educational achievement.	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. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.	2a. Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency and one's personal and career goals. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.	2a. Continue to prioritize educational achievement areas needing improvement and adjust plan. 2b. Use study skills, strategies and learning habits to improve achievement. 2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.

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

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. Identify sources of information about careers.	1a. Recognize that career information includes knowledge about career clusters and related economic information, career options and education degree and training requirements; and it is essential to career planning. 1b. Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality.	1. 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).	1. Analyze which educational and career cluster information resources are useful in one's ongoing career management.
2. N/A	2. Identify different career options, including those that may be considered nontraditional.	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. 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. Integrate openness to nontraditional careers into one's career management. (i.e. relative to one's gender, race, culture, or ability.)
3. N/A	3. N/A	3. Evaluate assessments of personal career results to knowledge of self and career clusters.	3. Evaluate career assessment results to identify a career cluster and pathway, smaller learning community, and to develop a career plan.	3. Evaluate career assessment results to manage one's ongoing career planning.

Indicator D. Recognize that decision-making is an important part of an individual's career development.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. N/A	1. Describe the decision-making process.	1. Identify resources for gathering information relevant to making a decision.	1. Explore and evaluate information relevant to making a decision.	1. Explore and evaluate information relevant to making a decision, and use to make a decision.
2. N/A	2. Describe how setting personal priorities are part of decision-making.	2. Explore how one's personal priorities are part of one's decision-making.	2. Explain how one's career decision-making reflects personal priorities.	2. Assess the role of personal priorities in one's decision-making.
3. Recognize that there are alternatives to consider when making a decision and that each has outcomes.	3. Clarify alternatives and their outcomes when making a decision.	3. Apply knowledge of alternatives and their outcomes to one's decisions.	3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions.	3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one's decisions.
4. N/A	4. Understand that decision-making involves compromise.	4. Explain how decision-making may involve compromise and cite examples.	4. Explain how decision-making may involve compromise and cite examples.	4. Explain how decision-making may involve compromise and cite examples.
Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. N/A	1. N/A	1. Recognize that one has personal, leisure, community and work roles and responsibilities which must be balanced and that there are many ways to do so	1. Examine one's personal, leisure, community, learner and work roles and responsibilities and illustrate how they are interconnected	1. Examine and evaluate how one is balancing life roles and responsibilities and determine desired changes
2. N/A	2. N/A	2. N/A	2. Identify the connections between life roles and lifestyle.	2. Determine how one's life roles impact one's lifestyle.
Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways to develop an educational and career plan.				
Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.				
Pre-K – 2	**Grades 3-5**	**Grades 6-8**	**Grades 9-12**	**PS/Adult**
1. N/A	1. Understand that effective planning facilitates the attainment of personal and career goals.	1. Develop a high school plan that includes postsecondary options.	1. Review one's high school plan, including postsecondary options and make modifications on an annual basis..	1. Modify one's plan as needed to reflect ongoing career decisions.
2. N/A	2. N/A	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).	2. Demonstrate the knowledge and skills necessary to transfer effectively from one learning level to the next.	2. Demonstrate the knowledge and skills necessary to transfer effectively from a two-and four-college degree to graduate school.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
3. N/A	3. N/A	3. Investigate program sequences for career clusters of interest that overlap with other career pathways.	3. Design a program sequence for selected career cluster, including postsecondary options.	3. Assess program sequence for selected career cluster and modify plan.
4. Explore in specific learning experiences that are school-based and related to Maryland's career clusters.	4. Explore specific learning experiences within Maryland's career clusters.	4. Explore specific learning experiences within and across career clusters.	4. Apply cluster content standards to specific work-based learning experiences and one's program sequence (high school plan).	4. Apply cluster content standards to specific work-based learning experiences and one's program sequence (high school plan).
5. N/A	5. N/A	5. Select options (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).	5. Select options (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).	5. Select options (two-and four-year college/universities credit by exams etc.)

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

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. Identify a process/model for making decisions.	1. Explain/apply steps of a decision-making model to inform career cluster and pathway selection and high school plan development.	1. Demonstrate use of a decision-making model on an ongoing basis.	1. Demonstrate use of the decision-making model on an ongoing basis as part of one's ongoing career management.
2. N/A	2. N/A	2. Identify how one's culture, beliefs, and attitudes might impact one's career decisions.	2. Describe the impact of one's culture beliefs, and attitudes on one's career decisions.	2. Describe the impact of one's culture, beliefs, attitudes, work values, and family life on one's career decisions.

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

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

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	1. Apply and achieve academic content standards of the Voluntary State Curriculum (VSC)	1. Successfully complete academic or training requirements.
2. N/A	2. N/A	2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research. problem-solving and project-based learning.	2. Apply and achieve cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research. problem-solving work-based learning, and project based learning.	2. Apply and achieve cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research. problem-solving, work-based learning, and project-based learning.
3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.	3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
4. N/A	4. N/A	4. N/A	4. Develop a career folder to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation	4. Update career folder to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.

Indicator B. Use the selected decision-making process/model to update and modify the four-year plan.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. N/A	1. N/A	1. Identify problems and/or gaps in the existing career plan annually.	1. Analyze existing plan to identify academic and career preparation needs.
2. N/A	2. N/A	2. N/A	2. Develop and complete the steps and timelines for taking entrance tests, choosing colleges and school, and gaining admission, applying and getting financial aid or selecting training and employment options.	2. Complete the steps and timelines for selecting training, employment and further education options.

Standard 5: Job-Seeking and Advancement – Individuals will demonstrate skills to secure, maintain and advance in their chosen or related career cluster

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

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. N/A	1. N/A	1. Demonstrate proficiency in cluster and pathway content standards, related academic content standards and Skills for Success.	1. Demonstrate proficiency in cluster and pathway content standards, related academic and training requirements, and core employability skills (i.e. Skills for Success).
2. N/A	2. N/A	2. N/A	2. Demonstrate skills to: seek employment, (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace transferable).	2. Demonstrate skills to: seek employment, (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace transferable.)
3. N/A	3. N/A	3. N/A	3. Demonstrate proficiency in transferable skills that advance or change career clusters (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).	3. Demonstrate proficiency in transferable skills that advance or change career clusters (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).
4. N/A	4. N/A	4. N/A	4. Make decisions about the advantages and challenges of employment in a non-traditional career. (see page 5).	4. Assess the impact of one's decisions regarding employment in a non-traditional career. (see page 5)

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
5. N/A	5. N/A	5. N/A	5. N/A	5. Determine career preference regarding geographic mobility and one's employability;
6. N/A	6. N/A	6. N/A	6. N/A	6. Demonstrate a variety of skills and behaviors to maintain employment such as thinking skills, the ability to work on cross-functional teams, strong interpersonal skills, technology skills, communication skills, honesty and other positive personal qualities.
7.	7.	7.	7.	7. Select an offer in one's career pathway that has high probability for career satisfaction and progression, and negotiate effectively for salary and other forms of compensation.

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

Indicator A. Apply career management and decision-making skills to update ones' career plan as needed.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. N/A	1. N/A	1. Determine changes and trends that may impact career plans and develop short- and long-term goals.	1. Evaluate and integrate, as appropriate, changes and trends into one's career plans.
2. N/A	2. N/A	2. N/A	2. Explain that many skills and behaviors are needed to manage one's career development.(i.e. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).	2. Demonstrate career development skills and behaviors and integrate them into one's approach to career development.(i.e. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).
3. N/A	3. N/A	3. Explain how education, work, family, national crisis and economic conditions affect decisions.	3. Describe how education, work, family issues, national crisis and economic/labor market conditions affect decisions	3. Evaluate the impact of one's education, work, family, and economic/labor market conditions when making decisions.
4. N/A	4. N/A	4. N/A	4. N/A	4. Investigate additional education and/or training as needed for career retention and advancement.

5. N/A	5. N/A	5. N/A	5. Analyze and compare school and work needs with regard to interests, skills and values to determine if long term goals are met.	5. Identify other positions that utilize cross cluster or transferable skills and apply the decision-making process/model when a career transition is required.
6. N/A	6. N/A	6. N/A	6. N/A	6. Analyze the opportunities that exist for lateral or vertical movement from current position and/or for enriching current responsibilities and apply the decision-making process/model when a career transition is required.

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

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. N/A	1. N/A	1. N/A	1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.	1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.
2. N/A	2. N/A	2. N/A	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	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.
3. N/A	3. N/A	3. N/A	3. N/A	3. Demonstrate ongoing use of informal and formal learning experiences into one's lifelong learning activities.
4. N/A	4. N/A	4. N/A	4. Explain how society's needs/functions and economic conditions affect one's career development (i.e. demographics, global competition, economic recession, and war).	4. Evaluate how society's needs/functions and economic conditions affect one's career management (i.e. demographics, global competition, economic recession, and war).
5. N/A	5. N/A	5. N/A	5. Evaluate how technology has changed and determine implications for one's lifelong learning	5. Evaluate how technology has changed and determine implications for one's lifelong learning.