

Grades 3-5

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 positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty). 1.A.1
- 2 Explore actions that will build and maintain a positive selfconcept. 1.A.2
- 3 Explain how specific 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 Demonstrate and evaluate how positive social skills, manners, and demonstration of gratitude contribute to effective interactions with others in group activities. 1.B.1
- 2 Explain the consequences of appropriate and inappropriate behavior and the effects of outside pressure in specific school, and social situations. 1.B.2
- 3 Identify and apply goals, rules, procedures, roles, and resources to work cooperatively in group activities, including the impact on learning and academic achievement. 1.B.3
- 4 Identify and resolve conflicts using skills such as consensus, compromise, collaboration, avoidance, and accommodation. 1.B.4
- 5 Practice effective communication 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 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

- 1a Recognize that self-knowledge enables informed decisionmaking and effective planning. 1.D.1A
- 1b Explain financial choices based on available resources, needs, and wants. 1.D.1B

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 lifelong 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

- 1 Identify the industries in the community that align with the career clusters. 2.A.1
- 2 N/A 2.A.2

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

- 1a Explore one’s learning style and identify ways to become an independent learner and take responsibility for one’s learning. 2.B.1A
- 1b Analyze personal attitudes, behaviors, and learning habits and identify how they impact educational achievement. 2.B.1B
- 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. 2.B.2A
- 2b Develop study skills that promote educational achievement. 2.B.2B

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

- 1 Identify sources of information about careers. 2.C.1
- 2 Identify different career options, including those that may be considered nontraditional. 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

- 1a Describe the decision-making process. 2.D.1A
- 1b Compare the relationships among education, skills, career choices, economic conditions and income. 2.D.1B
- 2 Describe how setting personal priorities are part of decisionmaking. 2.D.2
- 3 Clarify alternatives and their outcomes when making a decision. 2.D.3
- 4 Understand that decisionmaking involves compromise. 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
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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 Understand that effective planning facilitates the attainment of personal and career goals. 3.A.1
 - 2 N/A 3.A.2
 - 3 N/A 3.A.3
 - 4 Explore specific learning experiences within Maryland’s career clusters. 3.A.4
 - 5 N/A 3.A.5
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B Use a process/model for knowing and thinking about how one makes decisions. 3.B

- 1 Identify a process/model for making decisions. 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
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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
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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 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
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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 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