

PS/Adult

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 Expand and/or modify interests and adjust personal learning and career goals. 1.A.1
- 2 Assess the impact of educational achievement and/or success at work on self-concept. 1.A.2
- 3 Re-examine and adjust, when necessary, behaviors and attitudes to express a positive self-concept. 1.A.3

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

- 1 Seek feedback 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 changes throughout life to determine future growth opportunities. 1.C.1
- 2 Appraise strategies for accessing people and other resources when assistance is needed. 1.C.2
- 3 Evaluate strategies for managing life changes caused by external events. 1.C.3
- 4 Assess how changes in motivations and aspirations over time personally affects the process of career development. 1.C.4

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

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

- 1a Monitor, evaluate, and make necessary adjustments in goals, plans, and actions. 1.D.1A
 - 1b Monitor financial choices based on available resources and make adjustments in goals, plans, and actions. 1.D.1B
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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 Re-examine and evaluate how career clusters and CTE programs of study can help one to respond to changing societal needs and economic conditions. 2.A.1
 - 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. 2.A.2
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B Understand the connections among educational achievement, lifelong learning and the career options across career pathways. 2.B

- 1a Adjust behavior in a way that integrates the strong connections between educational achievement and personal and career goals. 2.B.1A
 - 1b Understand that ongoing attainment of knowledge and skills enhances an individual’s ability to function effectively in a diverse and changing economy. 2.B.1B
 - 2a Continue to prioritize educational achievement areas needing improvement and adjust planning. 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
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C Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters. 2.C

- 1 Analyze which educational and career cluster information resources are useful in one’s ongoing academic and career management. 2.C.1
- 2 Integrate openness to nontraditional careers into one’s career management. (i.e. relative to one’s gender, race, culture, or ability.) 2.C.2
- 3 Evaluate career assessment results to manage one’s ongoing 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, and the steps used to make a decision. 2.D.1A
- 1b Monitor the relationships among education, skills, career choices, economic conditions and income. 2.D.1B
- 2 Assess the role of personal priorities (e.g. financial, educational, leisure) in one's decision-making. 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 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 Examine and evaluate how one balances life roles and responsibilities and determines desired changes. 2.E.1
- 2 Determine how one's life roles impact one's lifestyle. 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 Modify one's plan as needed to reflect ongoing career decisions. 3.A.1
- 2 Demonstrate the knowledge and skills necessary to transfer effectively from a two- and four-year college degree to a graduate school program. 3.A.2
- 3 Assess program sequence for selected academic/ career-related program of study and modify plan. 3.A.3
- 4 Apply academic/career-related content standards including CTE programs of study to work-based learning experiences and one's career management plan. 3.A.4
- 5 Select options for further education and/or training (two and four-year college/universities, credit by exam, apprenticeships, 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 on a consistent basis as part of one's ongoing career management. 3.B.1
 - 2 Describe the impact of one's culture, beliefs, attitudes, work values, and family life on one's career decisions. 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 Successfully complete academic or training requirements. 4.A.1
- 2 Apply academic and career-related cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning. 4.A.2
- 3 Apply academic and career related skill and the Skills for Success through project-based learning and, if applicable, CTE programs of study and other career connecting activities. 4.A.3
- 4 Update 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 Analyze existing plan to identify academic and career preparation needs. 4.B.1
- 2a Re-evaluate career and education goals 4.B.2A
- 2b Complete the steps and timelines for selecting education, training, and employment options. 4.B.2B

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, training requirements, and core employability skills (i.e. 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 Assess the impact of one's decisions regarding employment in a nontraditional career 5.A.4
- 5 Determine career preference regarding geographic mobility and one's employability. 5.A.5
- 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. 5.A.6
- 7 Select an offering in one's career pathway that has high probability for career satisfaction and progression, and negotiate effectively for salary and other forms of compensation. 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 Evaluate and integrate, as appropriate, changes and trends into one’s career plans. 6.A.1
- 2 Demonstrate career development skills and behaviors and integrate them into one’s approach to 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 Evaluate the impact of one’s education, work, family, and economic/labor market conditions when making decisions. 6.A.3
- 4 Investigate additional education and training as needed for career retention and advancement. 6.A.4
- 5 Identify other positions that use cross cluster or transferable skills and apply a decisionmaking process/model when a career transition is required. 6.A.5
- 6 Analyze opportunities that exist for lateral or vertical movement from a current position and/or for enriching current responsibilities and apply a decision-making process/ model when a career transition is required. 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 Demonstrate ongoing use of informal and formal learning experiences into one’s lifelong learning activities. 6.B.3
- 4 Evaluate how society’s needs/functions and economic conditions affect one’s career management (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