

Maryland Career Development Framework For College and Career Readiness

Grades Pre-K – Postsecondary (PS)/Adult

<i>Standard 1: Self-Awareness – Students shall acquire and apply self-knowledge in order to develop personal, learning and career goals.</i>				
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 interests, likes and dislikes and how they impact one’s self concept.	1. Identify positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty).	1a. Demonstrate behavior and decisions that reflect interests, likes and dislikes. 1b. Identify abilities, strengths, skills and talents as seen by self and others and explain the significance to education and career plans.	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. 1b. Evaluate how positive personal characteristics affect career decisions and planning.	1. Expand and/or modify interests and adjust personal learning and career goals.
2.	2. Explore actions that will build and maintain a positive self-concept.	2. Demonstrate and evaluate behaviors that show self-confidence, 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 the impact of educational achievement and/or success at work on self-concept.
3. Recognize that situations, attitudes, and the behavior of others affect self-concept and that of others.	3. Explain how specific situations, attitudes, and the behavior of others affect self-concept and that of others.	3. Engage in behaviors and express attitudes that positively affect self-concept and the self-concept of others.	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.	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 and manners including demonstrating gratitude when interacting with others in a way that is honest, fair, helpful and respectful.	1. Demonstrate and evaluate how positive social skills, manners, and demonstration of gratitude contribute to effective interactions with others in group activities.	1. Assess the degree to which interactions and feedback is used to adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Monitor and adjust behavior in group activities in a way that is honest, fair, helpful, and respectful.	1. Seek feedback and 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. Explain the consequences of appropriate and inappropriate behavior and the effects of outside pressure in specific school, and social situations.	2. Demonstrate personal responsibility for actions including dealing with outside pressures and contributing to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.	2. Demonstrate and assess the degree to which one accepts responsibility for personal actions including dealing with outside pressures and contributing to group activities.
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.	3. Identify and apply goals, rules, procedures, roles, and resources to work cooperatively in group activities, including the impact on learning and academic achievement.	3. Analyze the impact of academic achievement on the ability to work cooperatively in a group.	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. Practice effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve, and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.	5. Demonstrate, problem-solve, and evaluate communication experiences and use of effective strategies such as paraphrasing, reflections, active listening, and assertive communication.

Indicator C. Recognize that growth and change are integral parts of the career development process.				
Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
1. Describe how one has grown and changed.	1. Describe how one has grown and changed.	1. Recognize that growth and change in mind and body is experienced throughout life.	1. Analyze the results of personal growth and change throughout life to determine future growth opportunities.	1. Analyze the results of personal growth and changes throughout life to determine future growth opportunities.
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).	2a. Identify situations and access resources, including other people, to seek assistance when needed. 2b. Recognize that external events often cause life changes. 2c. Identify motivations and aspirations.	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.	2. Appraise strategies for accessing people and other resources when assistance is needed.
3. N/A	3. N/A	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. Evaluate strategies for managing life changes caused by external events.
4. N/A	4. N/A	4. Recognize that one's motivations and aspirations are likely to change with time and circumstances.	4. Explain how motivations and aspirations changed with time and circumstance.	4. Assess how changes in motivations and aspirations over time personally affects the process of career development.
Indicator D. Apply self-knowledge to decision-making and goal-setting.				
1. Recognize that everyone is a decision-maker.	1a. Recognize that self-knowledge enables informed decision-making and effective planning. 1b. Explain financial choices based on available resources, needs, and wants.	1a. Demonstrate an awareness of strategic thinking to make effective decisions about goals for learning and performance. 1b. Assess career and academic interests to make decisions about academic course selection and career program of study choices. 1c. Analyze financial choices based on available resources, needs, and wants for goods and services.	1a. Plan and follow steps to make effective decisions and achieve goals for learning and performance. 1b. Revise academic and career plan to reflect growth and development. 1c. Identify financial choices based on available resources, needs, and wants for goods and services	1a. Monitor, evaluate, and make necessary adjustments in goals, plans, and actions. 1b. Monitor financial choices based on available resources and make adjustments in goals, plans, and actions.

Standard 2: 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.

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. , Identify career clusters and related CTE programs of study. 1b. Describe how career clusters relate to the needs and functions of Maryland’s economy. 1c. Research occupations and careers within each career cluster and identify academic and CTE programs of study to inform academic and career planning.	1a. Identify and research career clusters and CTE programs of interest. 1b. Determine academic and career related goals	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.
N/A	N/A	2. Compare/contrast the shift in the work organization of the 21 st century versus the past.	2. Compare/contrast the shift in the work organization of the 21 st 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 attitude, 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 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 of 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 planning. 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 the relevance of career information to career planning including, knowledge about career clusters and related economic information, career options, education degrees, and training requirements. 1b. Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality.	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). 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. 1c. Compare and contrast earning power with levels of education and training of careers within clusters of interest.	1. Analyze which educational and career cluster information resources are useful in one's ongoing academic and 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 related academic courses and program of study to inform academic and career planning.	3. Evaluate career assessment results to manage one's ongoing academic and 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	1a. Describe the decision-making process. 1b. Compare the relationships among education, skills, career choices, economic conditions and income.	1a. Identify resources for gathering career information relevant to making a decision. 1b. Examine the relationships among education, skills, career choices, economic conditions and income.	1a. Explore and evaluate career information relevant to making a decision. 1b. Evaluate the relationships among education, skills, career choices, economic conditions and income.	1a. Explore and evaluate career information relevant to making a decision, and the steps used to make a decision. 1b. Monitor the relationships among education, skills, career choices, economic conditions and income.
2. N/A	2. Describe how setting personal priorities are part of decision-making.	2. Recognize how one's personal priorities (e.g. financial, educational, leisure) are part of one's decision-making.	2. Explain how one's career decision-making reflects personal priorities (e.g. financial, educational, leisure).	2. Assess the role of personal priorities (e.g. financial, educational, leisure) 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. Negotiate alternatives and their outcomes to make informed 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. Apply 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. Explore that one has personal, leisure, community, 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, work roles, and responsibilities and illustrate how they are interconnected.	1. Examine and evaluate how one balances life roles and responsibilities and determines 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 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.

Indicator 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.

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 an academic and career plan that includes postsecondary options.	1. Review one’s academic and career 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-year college degree to a graduate school program.
3. N/A	3. N/A	3. Investigate program sequences for career clusters including CTE programs of study of interest that overlap with other career pathways.	3. Design a program sequence for selected academic/career options including, if applicable, CTE programs of study, postsecondary education and/or training opportunities.	3. Assess program sequence for selected academic/ career-related program of study and modify plan.
4. Explore 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 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).	4. Apply academic/career-related content standards including CTE programs of study to work-based learning experiences and one’s career management plan.
Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
5. N/A	5. N/A	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).	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.)	5. Select options for further education and/or training (two-and four-year college/universities, credit by exam, apprenticeships, technical schools.)

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 academic and career planning.	1. Demonstrate the use of a decision-making model to inform academic and career planning on an ongoing basis.	1. Demonstrate the use of a decision-making model on a consistent basis as part of one's ongoing career management.
2. N/A	2. N/A	2. Identify how cultural beliefs and attitudes 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 shall prepare for postsecondary and career success through a sequenced academic and technical 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 academic content standards of the Maryland State Curriculum.	1. Apply academic content standards of the Maryland State Curriculum.	1. Apply academic content standards of the Maryland State Curriculum.	1. Apply academic content standards of the Maryland State Curriculum.	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 academic and career – related content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.	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.
3. N/A	3. N/A	3. Explore academic and career-related skills and the Skills for Success through project-based learning and career connecting activities.	3. Demonstrate 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	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. N/A	4. N/A	4. N/A	4. Develop a career folder /portfolio to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.	4. Update career folder/portfolio 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 six-year academic and career 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 academic and 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 post secondary entrance tests, choosing and applying to colleges / training programs, and gaining admission, obtaining financial aid (FAFSA) or selecting employment options.	2a. Re-evaluate career and education goals 2b. Complete the steps and timelines for selecting education, training, and employment options.

Standard 5: Job-Seeking and Advancement – Students shall demonstrate skills to secure, maintain and advance in employment.

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 academic and career-related content standards, academic content standards and Skills for Success.	1. Demonstrate proficiency in academic and career-related content standards, 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 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.	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.
3. N/A	3. N/A	3. N/A	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.)	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.)
4. N/A	4. N/A	4. N/A	4. Make decisions about the advantages and challenges of employment in a non-traditional career.	4. Assess the impact of one’s decisions regarding employment in a non-traditional career.
5. N/A	5. N/A	5. N/A	5. N/A	5. Determine career preference regarding geographic mobility and one’s employability.

Pre-K – 2	Grades 3-5	Grades 6-8	Grades 9-12	PS/Adult
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. N/A	7. N/A	7. N/A	7. N/A	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.

Standard 6: 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.

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 (e.g. 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 (e.g. 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 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 use cross cluster or transferable skills and apply a decision-making process/model when a career transition is required.
6. N/A	6. N/A	6. N/A	6. N/A	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.
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 (e.g. demographics, global competition, economic recession, and war).	4. Evaluate how society's needs/functions and economic conditions affect one's career management (e.g. 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.