

Career					
Standard A:	Students will research and anticipate potential career paths that align with their abilities and personal interests				
Competency A1 Self-Exploration					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
C:A1:1 Draw connections between personal abilities, skills, interests, and potential career options	Explore the world of work through play, stories, and interactions with role models.	List and describe the tasks that people in different occupations perform, as well as the skills necessary to carry out those tasks.	Make connections between what they excel at, what they enjoy doing, and the types of jobs or professions that could be a good fit for them based on the intersection of these qualities.	Make personal connections between their abilities, skills, and interests, and suitable professions.	Evaluate personal abilities, skills, and interests to generate a list of aligned career options.
C:A1:2 Draw connections between enrichment and extracurricular activities and potential career paths	Begin to develop personal interests through playful and structured experiences.	Identify the enrichment and/or extracurricular activities they enjoy.	Discuss the interests and skills acquired through participating in various enrichment or extracurricular activities.	Explain how their involvement in enrichment and/or extracurricular activities relates to possible career choices.	Analyze how specific skills and experiences gained from their enrichment and/or extracurricular activities directly contribute to and prepare them for their future career paths.
C:A1:3 Consider how various career paths may align or conflict with personal values	Begin to understand their preferences, laying the groundwork for self-concept and future career awareness.	Begin to form an understanding of their identity, their abilities, and their roles in the world.	Describe how various occupations can align with or differ from their beliefs, values, and self-concept.	Identify their core values as they continue to develop self-concept and explain why it is crucial to consider these when choosing a career path.	Evaluate how well various occupations and career paths align with their core values and self-concept.
C:A1:4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences	Engage in role-play, classroom tasks, and other experiential learning activities.	Continue to engage in classroom tasks and other work-based learning experiences, recognizing the skills that each experience requires.	Define the skills and behaviors that are important in a work-based learning environment.	Distinguish between skills that are typically taught in academic settings and skills that are specifically needed to succeed in a workplace.	Apply and adapt their academic and employment readiness skills to different real-world, work-based learning experiences and environments.
C:A1:5 Demonstrate respect of individual cultural uniqueness and cultural understanding in the workplace	Demonstrate respectful behavior as they begin to build trust with peers and adults in their learning environment.	Continue to demonstrate respectful behavior to build relationships with peers and adults from diverse cultural backgrounds.	Develop cultural awareness about the people within their community and recognize how this helps to avoid misunderstandings and build stronger relationships.	Demonstrate respect for individual cultural uniqueness and understanding in various collaborative settings, recognizing the value of diverse perspectives.	Describe how culture affects how people work and develop cultural awareness to better understand individual cultural differences in the workplace.
C:A1:6 Identify strategies to maintain work-life balance	Take breaks or time to rest throughout the day.	Demonstrate the ability to work diligently for extended periods while also knowing when it is necessary to take breaks.	Describe why it is important to balance work with breaks for relaxation and enjoyable activities.	Make and follow a schedule that includes work and leisure activities, considering what work-life balance looks and feels like.	Identify and practice strategies to maintain a work-life balance, such as resting and taking breaks during periods of high work volume.

Competency A2 Career Research					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
C:A2:1 Identify career trends and occupations	Demonstrate an awareness of the occupations of people within their community.	Define career-related vocabulary terms and explain what an occupation is.	Identify various types of careers and occupations.	Gather information about emerging career trends, identifying which occupations are becoming more popular or in demand.	Explore the latest career trends to identify which occupations are gaining popularity and are in high demand.
C:A2:2 Identify and define the skills that are predicted to be essential for the future workforce	Explore different occupations through play and recognize some basic skills needed for them.	Match the occupation to the corresponding skill, tool, or type of work that is involved.	List the skills needed for various careers and occupations.	Recognize and describe the skills that are predicted to be essential for the future workforce.	Describe the evolving job market, identify important emerging skills, and recognize rapidly growing industries to make informed decisions about their future career paths and educational choices.
C:A2:3 Locate, evaluate, and interpret career information	Interact with age-appropriate resources related to career exploration.	Identify basic information such as responsibilities, skills, and the importance of various occupations using resources that are provided.	Gather information from a variety of reliable resources about an occupation of interest.	Investigate career profiles to obtain basic information about careers of interest.	Research potential careers to locate, evaluate, and interpret information such as job descriptions, working conditions, earnings, educational requirements, etc.
C:A2:4 Identify the necessary education and training needed to achieve potential career goals	Recognize the characteristics of various occupations (e.g., what a doctor does, what tools an engineer uses, what skills a teacher must possess).	Identify an occupation of interest and list some of the necessary skills and experiences needed for that occupation.	Explain the importance of gaining relevant skills and experience to achieve career goals.	Identify a career goal and conduct basic research to identify the education and training required.	Synthesize information to identify different paths to achieve career goals, such as college degrees, vocational training, apprenticeships, or certifications.
C:A2:5 Understand how stereotypes and other biases may impact career accessibility, and actively challenge these barriers on behalf of self and others	Show fairness and kindness toward others.	Recognize some assumptions and biases related to careers.	Identify common stereotypes and biases related to careers.	Identify and challenge common assumptions, stereotypes, and biases related to careers through advocacy and support.	Advocate for inclusive and equitable opportunities in the workplace.
C:A2:6 Explain the rights and responsibilities of employers and employees	Begin to recognize their basic rights and responsibilities in the learning environment.	Explain the connection between classroom and school rules and their intended purpose, such as safety and protection.	Distinguish between rights and responsibilities as applied to the workplace, examining how these might be similar or different depending on the country (e.g., minimum wage, working hours, working conditions, age requirements, etc.).	Anticipate the types of problems that may occur in the workplace from the perspectives of both the employer and employee.	Identify potential sources for problems that may occur in the workplace (e.g., power imbalance, discrimination, mistreatment, etc.) and provide examples of policies, rights, and laws that have been established to protect employees in different countries.
C:A2:7 Explain the importance of responsibility, dependability, integrity, and effort in the workplace	Begin to demonstrate responsibility for their belongings, dependability, truthfulness, and effort when learning and playing.	Demonstrate responsibility by managing personal belongings, exhibit reliability by fulfilling commitments, uphold integrity by being honest, and show perseverance in both learning and play activities.	Explain how being responsible, dependable, honest, and hardworking is important for achieving future goals related to careers.	Relate the importance of responsibility, dependability, integrity, and effort to future goals and potential career paths, identifying skills that employers look for.	Demonstrate responsibility, dependability, integrity, and effort in real-life and work-related situations and explain their impact on professional success and relationships.

Standard B:	Students will plan for future career aspirations and goals				
Competency B1 Post-Secondary and Career Planning					
	By the end of PK	Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12
C:B1:1 Use a variety of resources and tools to research and enhance career planning and assessment tools	Engage in the exploration of different jobs and careers through play and in existing curricula.	Develop basic research skills by using age-appropriate tools to explore interests and learn about various occupations and careers.	Locate information about occupations and careers from a variety of resources.	Begin to explore career assessment tools to identify interests, strengths, and values related to future career paths.	Engage in in-depth career exploration, drawing from a variety of resources and hands-on experiences.
C:B1:2 Apply decision-making skills to course selection, postsecondary, and career planning	Make choices about what and how they will learn and play.	Begin to develop basic decision-making skills related to what and how they will learn.	Use decision-making skills to support future goals by choosing activities and projects that match personal interests and explore career options through age-appropriate activities.	Apply decision-making skills to make choices that align with future goals and interests, such as selecting elective courses or participating in career exploration activities.	Apply decision-making skills to create and/or revise a four-year high school course plan which aligns with careers of interest and future goals.
C:B1:3 Develop a personal draft of a post-secondary plan and career path	Express curiosity and demonstrate a desire to learn more about topics of personal interest.	Begin to express thoughts and ideas about future aspirations.	Identify various options available after finishing high school, such as attending universities or technical schools, or pursuing apprenticeships.	List the steps needed to pursue career aspirations, including identifying educational pathways, acquiring relevant skills, and exploring opportunities to gain practical experience.	Create a comprehensive postsecondary plan or portfolio that reflects their career interests, chosen majors, and ideas for postsecondary training.
C:B1:4 Assess and modify an educational plan to support career goals	Follow a simple plan to meet a goal.	Make simple plans for learning by choosing projects and activities that align with their interests.	Describe their ideal self (i.e., the person they aspire to be) and begin to connect their career aspirations with what they are learning in school.	Identify possible challenges when planning for future careers and describe how to adjust their educational plan to overcome them.	Assess progress toward goals and adjust educational plans to ensure alignment with evolving career objectives.
C:B1:5 Describe the career planning process	Begin to recognize some basic steps of a plan or process.	Make a simple plan to investigate and pursue their interests and goals for the future.	Identify the basic steps involved in career planning (e.g., exploring personal interests, learning about different occupations, setting simple goals related to future aspirations).	Explain the key components of the career planning process, including self-assessment, exploration of career options, goal setting, creating an action plan, and understanding the connection between education and future career goals.	Analyze the key components of the career planning process by examining how self-assessment, exploration of career options, goal setting, and understanding the connection between education and future career goals interact and influence each other.
C:B1:6 Create a resume	Recognize and celebrate personal achievements.	Recount experiences that reflect personal achievements and/or growth.	Identify personal information, extracurricular activities, academic and personal skills, and achievements.	List and organize personal information to highlight academic achievements, extracurricular involvement, and relevant skills to showcase strengths and potential.	Create a concise and well-organized resume that effectively highlights qualifications and experiences relevant to their chosen occupation.
C:B1:7 Maintain a digital career planning portfolio	Contribute artifacts of learning to a portfolio.	Engage with basic digital tools and platforms appropriate for young learners to showcase their learning.	Use digital tools and platforms to highlight and reflect on their learning experiences.	Begin to develop a digital portfolio to record and reflect on academic progress, extracurricular activities, and personal interests.	Create and maintain a digital resume or portfolio to record and reflect on academic progress, extracurricular activities, and personal interests.