Grade: 9-12

Strand: A. Self Knowledge

1. **Topic:** Understanding the influence of a positive self-concept.
   **Standard:** - Identify and appreciate personal interests, abilities, and skills. - Demonstrate the ability to use peer feedback. - Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals. - Demonstrate an understanding of environmental influences on one’s behavior. - Demonstrate an understanding of the relationship between personal behavior and self-concept.

2. **Topic:** Skills to interact positively with others.
   **Standard:** - Demonstrate effective interpersonal skills. - Demonstrate interpersonal skills required for working with and for others. - Describe appropriate employer and employee interactions in various situations. - Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

3. **Topic:** Understanding the impact of growth and development.
   **Standard:** - Describe how developmental changes affect physical and mental health. - Describe the effect of emotional and physical health on career decisions. - Describe healthy ways of dealing with stress. - Demonstrate behaviors that maintain physical and mental health.

Strand: B. Educational and Occupational Exploration

4. **Topic:** Understanding the relationship between educational achievement and career planning.
   **Standard:** - Demonstrate how to apply academic and vocational skills to personal interests. - Describe the relationship of academic and vocational skills to personal interests. - Describe how skills developed in academic and vocational programs relate to career goals. - Describe how education relates to the selection of college majors, further training, and/or entry into the job market. - Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. - Describe how learning skills are required in the workplace.

5. **Topic:** Understanding the need for positive attitudes toward work and learning.
   **Standard:** - Identify the positive contributions workers make to society. - Demonstrate knowledge of the social significance of various occupations. - Demonstrate a positive attitude toward work. - Demonstrate learning habits and skills that can be used in various educational situations. - Demonstrate positive work attitudes and behaviors.

6. **Topic:** Skills to locate, evaluate, and interpret career information.
   **Standard:** - Describe the educational requirements of various occupations. - Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems). - Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles). - Describe the concept of career ladders. - Describe the advantages and disadvantages of self-employment as a career option. - Identify individuals in selected occupations as possible information resources, role models, or mentors. - Describe the influence of change in supply and demand for workers in different occupations. - Identify how employment trends relate to education and training. - Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

7. **Topic:** Skills to prepare to seek, obtain, maintain, and change jobs.
   **Standard:** - Demonstrate skills to locate, interpret, and use information about job openings and opportunities. - Demonstrate academic or vocational skills required for a full-time or part-time job. - Demonstrate skills and behaviors necessary for a successful job interview. - Demonstrate skills in preparing a resume and completing job applications. - Identify specific job openings. - Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change). - Describe placement services available to make the transition from high school to civilian employment, the armed services or postsecondary education/training. - Demonstrate an understanding that job opportunities often require relocation. - Demonstrate skills necessary to function as a consumer and manage financial resources.
8 **Topic:** Understanding how societal needs and functions influence the nature and structure of work.

**Standard:** - Describe the effect of work on lifestyles. - Describe how society’s needs and functions affect the supply of goods and services. - Describe how occupational and industrial trends relate to training and employment. - Demonstrate an understanding of the global economy and how it affects each individual.

---

**Strand:** C. Career Planning

---

9 **Topic:** Skills to make decisions.

**Standard:** - Demonstrate responsibility for making tentative educational and occupational choices. - Identify alternatives in given decision making situations. - Describe personal strengths and weaknesses in relationship to postsecondary education/training requirements. - Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training. - Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work. - Identify steps to apply for and secure financial assistance for postsecondary education and training.

---

10 **Topic:** Understanding the interrelationship of life roles.

**Standard:** - Demonstrate knowledge of life stages. - Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits). - Describe ways in which occupational choices may affect lifestyle. - Describe the contribution of work to a balanced and productive life. - Describe ways in which work, family, and leisure are interrelated. - Describe different career patterns and their potential effect on family patterns and lifestyle. - Describe the importance of leisure activities. - Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

---

11 **Topic:** Understanding the continuous changes in male/female roles.

**Standard:** - Identify factors that have influenced the changing career patterns of women and men. - Identify evidence of gender stereotyping and bias in educational programs and occupational settings. - Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping. - Identify courses appropriate to tentative occupational choices. - Describe the advantages and problems of nontraditional occupations.

---

12 **Topic:** Skills in career planning.

**Standard:** - Demonstrate career plans that reflect the importance of lifelong learning. - Demonstrate knowledge of postsecondary vocational and academic programs. - Demonstrate knowledge that changes may require retraining and upgrading of employees’ skills. - Describe school and community resources to explore educational and occupational choices. - Describe the costs and benefits of self-employment. - Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative educational programs. - Demonstrate skills necessary to compare education and job opportunities. - Develop an individual career plan, updating information from earlier plans, and including tentative decisions to be implemented after high school.