



## Browse Quality Core Curriculum Standards by subject

**Subject: Guidance****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.