

# Academic Standards for Career Education and Work

*Grades K-12*



**Pennsylvania Department of Education**

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## Overview

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Pennsylvania’s economic future depends on having a well-educated and skilled workforce. Career Education and Work standards reflect the increasing complexity and sophistication that students experience as they progress through school, focusing on the skills and continuous learning and innovation required for students to succeed in a rapidly changing workplace. The standards are written as grade-banded standards built around the concepts of career awareness and exploration, employability skills, growth and advancement, and personal interests and career planning.

| Number | Areas                                  |
|--------|--|
| 13.1   | Career Awareness and Exploration       |
| 13.2   | Employability Skills                   |
| 13.3   | Growth and Advancement                 |
| 13.4   | Personal Interests and Career Planning |

# Appendix E-1. Academic Standards for Career Education and Work

| Substrand   | Kindergarten to Grade 2   | Grades 3 to 5   | Grades 6 to 8   | Grades 9 to 12   |
|---|---|---|---|--|
| <b>1. Career Awareness and Exploration</b>        |   |   |   |  |
| <b>Educational requirements and opportunities</b> | <b>13.1.K-2.A</b><br>Identify that there are different ways to prepare for careers.   | <b>13.1.3-5.A</b><br>Investigate how people prepare for different careers that may include various levels of education, experiences, and training.  | <b>13.1.6-8.A</b><br>Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.  | <b>13.1.9-12.A</b><br>Analyze the relationship between career choices and career preparation opportunities to choose a path.   |
| <b>Entrepreneurship</b>                           | <del>Intentionally blank</del><br><b>13.1.K-2.B</b><br><b>IDENTIFY ENTREPRENEURIAL CHARACTER TRAITS OF HISTORICAL AND CONTEMPORARY ENTREPRENEURS AND WAYS TO INTEGRATE ENTREPRENEURIAL TRAITS INTO SCHOOLWIDE ACTIVITIES AND EVENTS (E.G., POSTERS TO ADVERTISE, CREATE IDEAS).</b> | <b>13.1.3-5.B</b><br>Define entrepreneurship and <b>THE TYPES OF ENTREPRENEURSHIP (E.G., SOCIAL, PUBLIC SERVICE, SMALL BUSINESS) IN THE COMMUNITY; COMPARE AND CONTRAST THE</b> identify the risks and rewards of <b>ENTREPRENEURSHIP AS A CAREER THROUGH</b> self-employment, <b>IN FOR-PROFIT OR NON-PROFIT ORGANIZATIONS; PRACTICE ENTREPRENEURIAL TRAITS IN SCHOOLWIDE ACTIVITIES AND EVENTS.</b> | <b>13.1.6-8.B</b><br>Compare and contrast entrepreneurship and other self-employment opportunities to other employment types-; <b>EVALUATE HOW ENTREPRENEURIAL CHARACTER TRAITS INFLUENCE CAREER OPPORTUNITIES IN ANY TYPE OF JOB; IDENTIFY HOW THE 4 P’S (PRODUCT, PRICE, PLACE, AND PROMOTION) PLAY A ROLE IN ENTREPRENEURIAL BRANDING.</b> | <b>13.1.9-12.B</b><br>Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities-; <b>EVALUATE SUCCESSFUL ENTREPRENEURS IN BOTH NON-PROFIT AND FOR-PROFIT ORGANIZATIONS AND HOW THE 4 P’S PLAY A ROLE IN BRANDING.</b> |

| Substrand                                       | Kindergarten to Grade 2   | Grades 3 to 5  | Grades 6 to 8  | Grades 9 to 12  |
|---|---|--|--|---|
| <b>Factors in career decisions</b>              | <b>13.1.K-2.C</b><br>Describe the work done by community helpers and business owners.   | <b>13.1.3-5.C</b><br>Describe external factors that influence career choices, such as, but not limited to: <ul style="list-style-type: none"> <li>• Geographic location</li> <li>• Salaries/benefits</li> <li>• Work schedule</li> <li>• Working conditions</li> </ul> | <b>13.1.6-8.C</b><br>Compare and contrast multiple careers using a variety of career research resources.   | <b>13.1.9-12.C</b><br>Analyze external factors that impact employment opportunities, such as, but not limited to: <ul style="list-style-type: none"> <li>• Competition</li> <li>• Global influences</li> <li>• Job growth</li> <li>• Job openings</li> <li>• Labor supply</li> <li>• Potential advancement</li> <li>• Potential earnings</li> </ul> |
| <b>Local, national, and global labor market</b> | <b>13.1.K-2.D</b><br>Describe what a job is and the reasons people may have jobs.   | <b>13.1.3-5.D</b><br>Identify the range of jobs available in the community.  | <b>13.1.6-8.D</b><br>Use multiple resources or tools to research the job availability in a local, national, and global job market.   | <b>13.1.9-12.D</b><br>Describe employment outlook, organized by in-demand occupations, clusters, pathways, or other methods.  |
| <b>Resources in school and community</b>        | <del>Intentionally blank</del><br><b>13.1.K-2.E</b><br><b>PARTICIPATE IN SCHOOL AND COMMUNITY EVENTS THAT SHARE CAREER AWARENESS OPPORTUNITIES.</b> | <b>13.1.3-5.E</b><br>Explain <b>DESCRIBE</b> the benefits of participating in hands-on career awareness/preparation activities.  | <b>13.1.6-8.E</b><br>Identify, <del>and</del> participate in, <b>AND EVALUATE</b> school- and community-based opportunities for career awareness/preparation <b>EXPERIENCES.</b> | <b>13.1.9-12.E</b><br>Utilize school- and community-based opportunities for career awareness/preparation.   |
| <b>Rights of workers</b>                        | Intentionally blank   | <b>13.1.3-5.F</b><br>Explain why employers pay people for their labor.   | <b>13.1.6-8.F</b><br>Understand what labor laws are and how they impact worker wages and safety.   | <b>13.1.9-12.F</b><br>Examine basic labor laws to determine the rights and responsibilities of both employers and employees.  |
| <b>2. Employability Skills</b>                  |   |  |  |   |

| Substrand                                    | Kindergarten to Grade 2  | Grades 3 to 5   | Grades 6 to 8  | Grades 9 to 12  |
|--|--|---|--|---|
| <b>Critical thinking and problem solving</b> | <b>13.2.K-2.A</b><br>Practice solving problems individually and in groups.   | <b>13.2.3-5.A</b><br>Develop the traits needed to solve problems.   | <b>13.2.6-8.A</b><br>Apply critical thinking to solve real-life problems.  | <b>13.2.9-12.A</b><br>Identify solutions to existing conditions or problems using critical thinking skills.   |
| <b>Oral and written communication</b>        | <b>13.2.K-2.B</b><br>Use context clues to identify how communication varies within different social situations in varied environments.   | <b>13.2.3-5.B</b><br>Use context clues to determine how communication varies within different social situations in varied environments.   | <b>13.2.6-8.B</b><br>Develop formal communication that demonstrates professional etiquette and observes social protocols when communicating verbally, nonverbally, and in writing. | <b>13.2.9-12.B</b><br>Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.                       |
| <b>Teamwork and collaboration</b>            | <b>13.2.K-2.C</b><br>Demonstrate cooperation and positive interactions with classmates, recognizing that people have different backgrounds, experiences, and beliefs, <b>AND IDEAS</b> . | <b>13.2.3-5.C</b><br>Demonstrate the ability to work well in group or team interactions, recognizing that people have different backgrounds, experiences, and beliefs, <b>AND IDEAS</b> . | <b>13.2.6-8.C</b><br>Practice effective group interactions, acknowledging people's different backgrounds, experiences, and beliefs, <b>AND IDEAS</b> .                             | <b>13.2.9-12.C</b><br>Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives. |
| <b>Technology</b>                            | <b>13.2.K-2.D</b><br>Demonstrate proper and safe Internet <b>AND INSTRUCTIONAL TECHNOLOGY</b> use.   | <b>13.2.3-5.D</b><br>Demonstrate proper and safe Internet <b>AND INSTRUCTIONAL TECHNOLOGY</b> use.  | <b>13.2.6-8.D</b><br>Demonstrate proficient use of technologies by using various types of technology.  | <b>13.2.9-12.D</b><br>Use job-specific technologies to accomplish work responsibilities in a productive manner.   |
| <b>Time and project management</b>           | <b>13.2.K-2.E</b><br>Discuss how time is structured at home and school.  | <b>13.2.3-5.E</b><br>Develop a personal schedule based on activities and responsibilities at both home and school.  | <b>13.2.6-8.E</b><br>Demonstrate effective time and project management strategies.   | <b>13.2.9-12.E</b><br>Evaluate time and project management strategies and their application to both personal and work situations.                             |

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| Entrepreneurial mindset          | Intentionally blank   | <b>13.2.3-5.F</b><br>List and describe several characteristics of the Entrepreneurial Mindset characteristics.       | <b>13.2.6-8.F</b><br>Explain how Entrepreneurial Mindset characteristics and skills can help one be successful in their career.   | <b>13.2.9-12.F</b><br>Apply Entrepreneurial Mindset characteristics and skills to school, work, and extracurricular environments.   |
| <b>3. Growth and Advancement</b> |   |  |   |   |
| Career growth                    | <b>13.3.K-2.A</b><br>Communicate an original opinion and describe the justification for that opinion. | <b>13.3.3-5.A</b><br>Identify situations that may require self- advocacy, such as: personal preference, values, etc. | <b>13.3.6-8.A</b><br>Identify factors that may inform decisions for career changes, such as loss of employment, lifestyle changes, workplace conflicts, work value changes, and job market changes. | <b>13.3.9-12.A</b><br>Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills. |
| Lifelong learning                | <b>13.3.K-2.B</b><br>Recognize the importance of improving skills and learning new ones.              | <b>13.3.3-5.B</b><br>Reflect on skill improvement and identify opportunities to build new skills.                    | <b>13.3.6-8.B</b><br>Explain how decisions regarding education, skill building, and work impact other major life decisions.   | <b>13.3.9-12.B</b><br>Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.  |
| Strategic goals                  | <b>13.3.K-2.C</b><br>Set and achieve a goal.  | <b>13.3.3-5.C</b><br>Set and achieve S.M.A.R.T. goals.   | <b>13.3.6-8.C</b><br>Practice feedback and personal reflection to evaluate success towards setting and completing goals.  | <b>13.3.9-12.C</b><br>Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.  |

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|--|--|--|---|---|
| <b>Work ethic</b>                                | <b>13.3.K-2.D</b><br>Build an awareness of the importance of a positive work ethic as a means to learn and grow.   | <b>13.3.3-5.D</b><br>Identify attributes of a positive work ethic.                         | <b>13.3.6-8.D</b><br>Demonstrate a positive work ethic.   | <b>13.3.9-12.D</b><br>Analyze and reflect upon the efficacy of your work ethic.   |
| <b>4. Personal Interests and Career Planning</b> |  |  |   |   |
| <b>Develop a personal brand</b>                  | <b>13.4.K-2.A</b><br>Describe qualities of people who are successful.  | <b>13.4.3-5.A</b><br>Identify personal strengths and successes.                            | <b>13.4.6-8.A</b><br>Identify ways to market yourself as a job candidate.   | <b>13.4.9-12.A</b><br>Strategically market yourself as a job candidate.   |
| <b>Identify personal interests</b>               | <b>13.4.K-2.B</b><br>Identify current interests and skills.  | <b>13.4.3-5.B</b><br>Connect personal interests and abilities to potential career choices. | <b>13.4.6-8.B</b><br>Relate careers to personal interests, abilities, and aptitudes.  | <b>13.4.9-12.B</b><br>Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.                   |
| <b>Research careers</b>                          | <del>Intentionally blank</del><br><b>13.4.K-2.C</b><br><b>EXPLORE CAREER CHOICES AND IDENTIFY THE KNOWLEDGE AND SKILLS ASSOCIATED WITH DIFFERENT TYPES OF CAREERS.</b> | <b>13.4.3-5.C</b><br>Discuss resources available in researching career opportunities.      | <b>13.4.6-8.C</b><br>Evaluate a variety of methods to research careers that align with personal interests, values, strengths, and career goals. | <b>13.4.9-12.C</b><br>Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals. |

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|--|---|--|---|---|
| <p><b>Understand a career path</b></p> | <p><b>13.4.K-2.D</b><br/>Explain how workers in their careers use what is learned in the classroom.</p> | <p><b>13.4.3-5.D</b><br/>Document personal interests, abilities, and academic strengths.</p> | <p><b>13.4.6-8.D</b><br/>Build a career plan to describe planned action steps that may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Electives</li> <li>• Extracurricular activities</li> <li>• Coursework</li> <li>• Career interests</li> <li>• Strengths and abilities</li> <li>• Educational and training opportunities</li> </ul> | <p><b>13.4.9-12.D</b><br/>Evolve career plan to enact additional action steps that may include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Electives</li> <li>• Extracurricular activities</li> <li>• Coursework</li> <li>• Career interests</li> <li>• Strengths and abilities</li> <li>• Educational and training opportunities</li> <li>• Work-based learning</li> <li>• Industry-recognized credentials</li> </ul> |