

North Dakota Elementary Career Development Standards

Standard 1: Applying Skills for Career Readiness and Success

Grade	Student Competency	CTE Career Dev. Standard
Kindergarten	1.K.1: Identify personal and ethical skills needed to work cooperatively in teams at school	2.1.4; 2.3.9; 2.3.10
	1.K.2: Identify helper jobs that are available in the classroom	2.1.1
1 st Grade	1.1.1: Identify and develop personal, ethical, and work habits and skills needed for school success	2.1.4; 2.1.11; 2.3.9; 2.3.10
	1.1.2: Understand how helper jobs are assigned in the classroom	2.1.1
2 nd Grade	1.2.1: Identify and develop personal, ethical, and work habits and skills needed for workers in the community	2.1.18; 2.1.19
	1.2.2: Identify and apply the steps to obtain helper jobs within the classroom	2.1.12
3 rd Grade	1.3.1: Compare personal, ethical, and work habits and skills needed for school success with those of workers in the community	2.1.18; 2.1.19
	1.3.2: Identify and apply the steps to obtain helper jobs within the school	2.1.12
4 th Grade	1.4.1: Demonstrate personal and ethical skills needed to work with diverse groups of people	2.1.15
	1.4.2: Learn to respect individual uniqueness in the workplace	2.1.15
	1.4.3: Identify the components of a portfolio, and learn how to promote yourself when applying for a job	2.1.16
5 th Grade	1.5.1: Compare and contrast the roles and responsibilities of workers in each of the 13 career clusters.	2.1.14; 2.2.4
	1.5.2: Compare and contrast the training and educational requirements for a variety of careers	2.1.7; 2.2.9
6 th Grade	1.6.1: Assess and analyze personal, ethical, and work habit skills as they relate to individual student success	2.1.18; 2.1.19
	1.6.2: Develop a resume of work experiences for home and school	2.1.16

Standard 2: Applying Career Exploration & Planning Skills in the Achievement of Career Goals

Grade	Student Competency	CTE Career Dev. Standard
Kindergarten	2.K.1: Identify likes and dislikes at home and school	2.2.2
	2.K.2: Identify workers in your school and family related to the 13 career clusters	2.2.4
	2.K.3: Recognize that all work is important	2.2.7
1 st Grade	2.1.1: Identify skills, interests, and abilities at home and school	2.2.2
	2.1.2: Explain the importance of jobs in the family and school	2.2.4
	2.1.3: Identify workers in the local community related to the 13 career clusters	2.2.4
2 nd Grade	2.2.1: Identify new skills and interests to explore	2.2.2
	2.2.2: Identify the education and training needed workers in the 13 career clusters	2.2.4
	2.2.3: Explain the importance of jobs and workers in the community	2.2.8
3 rd Grade	2.3.1: Identify and apply the steps to setting short-term and long-term personal and educational goals	2.3.8
	2.3.2: Compare and contrast the education and training required or workers in the 13 career clusters	2.2.9
	2.3.3: Recognize the contributions made by all workers of the school and community	2.2.7; 2.2.8
4 th Grade	2.4.1: Compare personal skills, interests, and abilities with those or workers in the local community	2.2.2; 2.2.5
	2.4.2: Recognize the contributions of all jobs to the community	2.2.7; 2.2.8
	2.4.3: Identify school and community resources available for exploration of the 13 career clusters	2.2.5; 2.2.9
5 th Grade	2.5.1: Compare personal skills, interests, and abilities with those or workers in the global community	2.2.2; 2.2.5
	2.5.2: Describe the contributions of a variety of jobs in the community	2.2.7; 2.2.8
	2.5.3: Describe occupational changes that have taken place over time within the 13 career clusters	2.2.8
6 th Grade	2.6.1: Use current skills, interests, ad abilities to guide individual career exploration	2.2.2
	2.6.2: Recognize the career cluster concept as an organizer for exploring and preparing for careers	2.2.3; 2.2.4
	2.6.3: recognize non-traditional work roles	2.2.7
	2.6.4: Evaluate the education and training needed to achieve career goals	2.2.9
	2.6.5: Compare the different types of post-secondary training and education as it relates to career choices	2.2.1; 2.2.3; 2.2.6

Standard 3: Acquiring the Knowledge and Skills to Achieve Career Goals		
Grade	Student Competency	CTE Career Dev. Standard
Kindergarten	3.K.1: Identify roles and responsibilities of family members in the world of work	2.2.2
	3.K.2: Identify the skills family members use in their work	2.3.8
1 st Grade	3.1.1: Identify and compare roles and responsibilities of workers within the school	2.2.8
	3.1.2: Identify the skills needed by workers in the school	2.3.8
2 nd Grade	3.2.1: Identify and compare roles and responsibilities of workers within the community	2.2.8
	3.2.2: Identify the skills needed by workers in the community	2.3.8
3 rd Grade	3.3.1: Explain what workers do and need to know in various careers	2.2.5; 2.2.6
	3.3.2: Gather information regarding training and education for a variety of careers	2.2.5; 2.2.6; 2.2.9
4 th Grade	3.4.1: Relate current learning to each of the 13 career clusters	2.2.9
	3.4.2: Outline the training and educational requirements for a variety of careers	2.2.2; 2.2.9
5 th Grade	3.5.1: Compare and contrast the training and educational requirements for a variety of careers	2.2.2; 2.2.9
	3.5.2: Apply personal, ethical, and work habit skills needed for success in any school or work environment	2.1.18
	3.5.3: Identify the skills needed to develop a resume	2.1.16; 2.2.13
6 th Grade	3.6.1: Use current interest, skills, abilities, and limitations to guide individual career exploration	2.2.2; 2.3.8
	3.6.2: Evaluate career and educational information resources	2.2.3; 2.2.5; 2.2.9

- Based in part on the Missouri Comprehensive School Counseling Career Development Curriculum Index, not to be used for profit.
- Numbering system for the student's competencies is as follows: First number is the standard, second number is the grade level, and the third number is the competency number