



## Meeting the Requirements of Maryland’s Career Development Framework with Xello

This simple guide shows you how to set-up Xello’s [Lessons](#) to ensure your students accomplish the standards of Maryland’s Career Development Framework.

In your [Lesson sequence](#), mark the Lessons below as **Core**. Lessons marked as **Core** are front and center on students’ dashboard and can be filtered in Lesson Progress reports..

| Standard  | Indicator  | Xello Lesson (Recommended Grade)   |
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| Standard 1: Self-Awareness – Students shall acquire and apply self-knowledge in order to develop personal, learning and career goals  | Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others                  | <a href="#">Mission: Interests</a> (Grade 3)<br><a href="#">Mission: Skills</a> (Grade 4)<br><a href="#">Skills</a> (Grade 8)  |
|   | Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one’s career development.   | <a href="#">Self-Advocacy</a> (Grade 8)  |
|   | Indicator C. Recognize that growth and change are integral parts of the career development process   | <a href="#">Mission: Facing Big Challenges</a> (Grade 5)<br><a href="#">Personality Styles</a> (Grade 9)   |
|   | Indicator D. Apply self-knowledge to decision-making and goal-setting.   | <a href="#">Mission: Goal Setting</a> (Grade 4)<br><a href="#">Defining Success</a> (Grade 12)   |
| Standard 2: Career Awareness – Students shall use the Maryland Career Clusters and career pathways including Career and Technology Education (CTE) programs of study in order to understand their relationship to educational achievement and life-long learning. | Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society | <a href="#">Explore Career Clusters</a> (Grade 9)*   |
|   | Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.                            | <a href="#">Mission: Learning and Future Success</a> (Grade 5)<br><a href="#">School Subject at Work</a> (Grade 6)<br><a href="#">Discover Learning Pathways</a> (Grade 7) |
|   | Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.    | <a href="#">Biases and Career Choices</a> (Grade 7)  |

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|  | Indicator D. Recognize that decision-making is an important part of an individual's career development  | <a href="#">Exploring Career Factors</a> (Grade 9)   |
|  | Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.   | <a href="#">Study Skills and Habits</a> (Grade 9)<br><a href="#">Work/Life Balance</a> (Grade 11)  |
| Standard 3: Career Exploration – Students shall assess career cluster choices and related career pathways including Career Technology Education (CTE) programs of study in order to develop an academic and career plan.           | Indicator A. Prepare an academic and career plan based on high school graduation requirements, a sequence of Career Technology Education (CTE) program of study courses, related academics and postsecondary options. | <a href="#">4 Year Course Plan</a> (Grade 8)*  |
|  | Indicator B. Use a process/model for knowing and thinking about how one makes decisions.  | <a href="#">Decision Making</a> (Grade 6)<br><a href="#">Career Demand</a> (Grade 11)  |
| Standard 4: Career Preparation: Students shall prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.   | Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.  | <a href="#">Program Prospects</a> (Grade 10)   |
|  | Indicator B. Use the selected decision-making process/model to update and modify the six-year academic and career plan  | <a href="#">Choosing a College</a> (Grade 11)  |
| Standard 5: Job-Seeking and Advancement – Students shall demonstrate skills to secure, maintain and advance in employment.   | Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one's career.  | <a href="#">Workplace Skills and Attitudes</a> (Grade 10)<br><a href="#">Job Interviews</a> (Grade 12)<br><a href="#">Build Your Resume</a> (Grade 11)*      |
| Standard 6: Career Satisfaction and Transition – Individuals shall demonstrate how the ongoing attainment of knowledge and skills enhances one's ability to function and transition effectively in a diverse and changing economy. | Indicator A. Apply career management and decision-making skills to update ones' career plan as needed.  | <a href="#">Explore Career Matches</a> (Grade 8)<br><a href="#">Careers and Lifestyle Costs</a> (Grade 10)<br><a href="#">Career Backup Plans</a> (Grade 12) |
|  | Indicator B. Evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.   | <a href="#">Career Path Choices</a> (Grade 12)   |

Reference: <http://www.marylandpublicschools.org/programs/Documents/CTE/CDFrameworkAugustRevised2012.pdf>

\*Your Xello Support Team will assist you with adding [Custom Lessons](#).

With Xello, your students complete [many more Lessons](#), gaining important skills and knowledge to best prepare for a successful future.