**Introduction**

Life and Career Ready standards in Maine include an emphasis on multiple pathways toward meaningful careers and focus on life skills and experiences that will allow students to pivot as economic needs change and personal interests evolve. They have been crafted to allow flexibility and variation in focus and implementation, while ensuring all students exhibit key skills required to successfully navigate the changing career landscape.

Maine’s economic future depends on a well-prepared, resilient, adaptable and skilled workforce. To achieve this, schools must creatively offer relevant opportunities that include interactive experiences and allow for direct exposure between students and a variety of career options. Schools must partner with local communities to bridge the gap between traditional K-12 education and ongoing career development. Networking with local community partners can provide opportunities which may include internships/pre-apprenticeships, job shadows, work-based learning options, early college courses, service learning, volunteering, guest speakers, field trips, and first-time work experiences.

These standards are a dynamic approach that frame multiple pathways for our students as they progress through grades K-12 and begin their post high school journey. To meet the needs of all youth, institutions need to examine educational practices and strategies, understanding the need to prepare students to experience and explore a variety of roles within their communities and recognizing students will choose to enter the workforce in different ways.

**Outline of Life and Career Ready Standards**

 **Strand A: Self-Knowledge and Life Skills**

 **Standard A.1 Self-Knowledge**

 **Standard A. 2 Life Skills**

 **Standard A. 3 Problem Solving**

 **Strand B: Aspirations**

 **Standard B.1 Exploring Opportunities**

 **Strand C: Building Pathways for the Future**

 **Standard C.1 Planning**

 **Standard C.2 Career Awareness and Adaptability**

**How to Represent the Life and Career Ready Standards and Performance Expectations**

 **Grade or Grade Span 9-Diploma A.1 Standard and Performance Expectation**

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| **Strand**  | **A. Self-Knowledge and Life Skills**  |
| **Standard** |  **A.1 Self-Knowledge** **Students demonstrate an understanding of their own capabilities, characteristics, attitudes and how these attributes impact their future choices, including local, state, national, and global opportunities.** |
|  | **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
|  | Students demonstrate and reflect on likes and dislikes.  | Students demonstrate and reflect on likes and dislikes that impact future choices.  | Students demonstrate and reflect on personal characteristics and attitudes that impact future choices.  |
| **Performance Expectations**  | **Grade 3** | **Grade 4** | **Grade 5** |
|  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness.  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness with a local community focus.  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness with a state of Maine focus.  |
|  **Early Adolescence** |
| **Performance Expectation** | **Grades 6-8** |
|  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and lead to career readiness, emphasizing national and global awareness.  |
|  **Adolescence** |
| **Performance Expectation** | **Grades 9-Diploma** |
|  | Students demonstrate and reflect on personal characteristics, attitudes, and interests that develop life skills and assist in making post high school career and life decisions.  |

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| **Strand** | **A. Self-Knowledge and Life Skills** |
| **Standard**  | **A.2 Life Skills** **Students demonstrate positive interpersonal and life skills and understand how they are important to success in relationships, school, work, and community.** |
|  | **Childhood** |
| **Performance Expectations**  | **Kindergarten**  | **Grade 1**  | **Grade 2**  |
|  | Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in the classroom. 1. Get along with others
2. Follow established expectations for observing and listening.
 | Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in the classroom. 1. Accept and give constructive feedback.
 | Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in the classroom. 1. Use effective communication to manage conflict.
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| **Performance Expectations**  | **Grade 3** | **Grade 4** | **Grade 5** |
|  | Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in school. 1. Be a responsible member or leader of a team.
 | Students demonstrate and reflect on social skills that influence interpersonal relationships in positive ways in school and the local community.1. Exhibit ethical behavior.
 | Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school and the Maine community. 1. Use strategies to cope with interpersonal issues.
2. Use organizational skills and time management strategies.
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| **Strand** | **A. Self-Knowledge and Life Skills** |
| **Standard**  | **A.2 Life Skills** **Students demonstrate positive interpersonal and life skills and understand how they are important to success in relationships, school, work, and community.** |
|  **Early Adolescence** |
| **Performance Expectation**  |  **Grades 6-8** |
|  | Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the regional and national community. 1. Work independently to solve problems.
2. Work as a productive member or leader of a team.
3. Demonstrate the ability to resolve conflicts and to negotiate acceptable solutions.
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|  **Adolescence** |
| **Performance Expectation**  | **Grades 9-Diploma**  |
|  | Students demonstrate and reflect on skills that influence interpersonal relationships in positive ways in school, work, and the global community. 1. Use a variety of communication skills in a responsible manner.
2. Exhibit ethical behavior, including responsibility for self and others.
3. Understand and exhibit professionalism in changing situations and environments.
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| **Strand**  |  **A. Self-Knowledge and Life Skills** |
| **Standard** |  **A.3 Problem Solving****Students are engaged community members who identify problems and apply skills to resolve problems within local and global communities** |
|  | **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
|  | Students use and analyze communication skills in their classroom.  | Students use and analyze problem-solving skills in their classroom.  | Students use and analyze communication and problem-solving skills in their school.  |
| **Performance Expectations**  | **Grade 3**  | **Grade 4** | **Grade 5** |
|  | Students integrate and analyze communication, collaboration, and problem-solving skills in their school.  | Students integrate and analyze communication, collaboration, and problem-solving skills in their local community.  | Students apply skills to analyze and creatively solve problems that impact their schools and local communities.  |
|  **Early Adolescence** |
| **Performance Expectation**  |  **Grades 6-8** |
|  | Students evaluate and develop problem-solving skills and resolve problems within the community. 1. Evaluate skills and understand gaps in skill sets.
2. Develop creative solutions to meet local and global needs.
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|   **Adolescence** |
| **Performance Expectation** |  **Grades 9-Diploma** |
|  | Students evaluate and implement strategies to manage multiple roles and responsibilities as involved members of their local and global communities.1. Evaluate responsibilities and potential impact as students, community members and employees.
2. Engage in issues impacting local and global communities.
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| **Strand**  |  **B. Aspirations** |
| **Standard** |  **B.1 Exploring Opportunities****Students understand their options and can navigate choices and experiences concerning interests and future opportunities.**  |
|  | **Childhood** |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | **Grade 2** |
|  | Students engage in new experiences and ask questions to promote creativity and curiosity about their interests.  | Students use resources, seeking help proactively and asking questions when needed, to promote creativity and curiosity about their interests.  | Students recognize and analyze available resources, using strategies described by others to promote creativity and curiosity about their interests. |
| **Performance Expectations**  | **Grade 3**  | **Grade 4** | **Grade 5** |
|  | Students integrate communication, collaboration, and problem-solving skills to identify and reflect on interests.  | Students analyze and apply learning strategies to discover emerging questions and pursue new interests.  | Students use learning strategies and available resources to explore future opportunities.  |
|  **Early Adolescence** |
| **Performance Expectation** |  **Grades 6-8** |
|  | Students use and analyze resources to purposely and creatively explore a variety of post high school options.  |
|  **Adolescence** |
|  |  **Grades 9-Diploma** |
| **Performance Expectation** | Students articulate a variety of post high school options based on individualized, in-depth exploration.  |

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| **Strand** | **C. Building Pathways for the Future**  |
| **Standard** | **C.1 Planning** **Students develop goals and implement career and life plans.**  |
|  **Childhood** |
| **Performance Expectations**  | **Kindergarten** | **Grade 1** | **Grade 2** |
|  | Students participate in the development of classroom guidelines.  | Students reflect upon and adjust classroom guidelines with guidance.  | Students develop an awareness of goals and goal-setting practices.  |
| **Performance Expectations**  | **Grade 3** | **Grade 4** | **Grade 5** |
|  | Students engage in the goal-setting process. | Students reflect upon and adjust individual academic goals. | Students use feedback and experiences to develop, implement, and adjust goals. 1. Demonstrate ability to learn from mistakes.
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|  **Early Adolescence** |
| **Performance Expectation** |  **Grades 6-8**  |
|  | Students develop, implement, and adjust goals as they relate to potential future paths. 1. Demonstrate awareness of available academic opportunities, course levels, alternate options, and timelines.
2. Draw on curiosity to seek out meaningful career exploration opportunities in interactive settings.
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|  **Adolescence** |
| **Performance Expectation** |  **Grades – 9-Diploma** |
|  | Students develop, take steps to implement, and reflect on individualized, post high school plans. 1. Analyze educational achievement and performance strategies as it relates to future choices, adapting plans as needed.
2. Seek out meaningful career exploration opportunities, both individually and in small-group interactive settings.
3. Understand the financial impact of post high school credentialing programs, using that awareness to inform plans.
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| **Strand** | **C. Building Pathways for the Future**  |
| **Standard**  | **C.2 Career Awareness and Adaptability** **Students integrate personal aptitudes and interests, changing employment trends, community and societal needs, and current economic conditions into ongoing career plans, adapting as necessary.**  |
|  **Childhood** |
| **Performance Expectations**  | **Kindergarten**  | **Grade 1** | **Grade 2** |
|  | Students explore jobs/careers and how these roles contribute to the community. | Students explore jobs/careers of individual interest and how these roles contribute to the community.  | Students connect classroom learning with workplace skills and roles in the community.  |
| **Performance Expectations** | **Grade 3** | **Grade 4** | **Grade 5** |
|  | Students explore the concept of career clusters. | Students identify and reflect on skills and education related to various career clusters. |  Students identify and reflect on skills and education requirements of occupations within and across career clusters of interest to them. |
|  **Early Adolescence** |
| **Performance Expectation** | **Grades 6-8** |
|  | Students consider personal aptitudes, evolving personal interests and current employment trends, locally and globally, as they develop future plans.1. Identify horizontal and vertical opportunities (within career cluster hierarchies) related to personal aptitudes and interests and the skills needed for potential career options.
2. Recognize that career planning to attain career goals is a lifelong process.
3. Use knowledge of career clusters to develop and adapt career plans.
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|  **Adolescence** |
| **Performance Expectation** |  **Grades 9-Diploma**  |
|  | Students are aware of changing career and economic trends and can adapt their personal plan to meet situational needs, personal aptitudes and interests. 1. Reflect on personal growth and alternative perspectives.
2. Analyze and adjust approach, timeline, and plan as needed.
3. Explore credentialing requirements.
4. Plan strategically (informed by changing career and economic trends) and choose learning experiences/courses/classes that strengthen knowledge and skills needed for individual next steps after high school.
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