



Career Exploration

Course Number	399410
Grade Level	6 - 7
Career Cluster	All
Pathway	All
Course Sequence	None
CTSO	Support
Industry Recognized Credential	None
Minimum Equipment List	LINK
Course Description	Career Exploration is a grade 6–7 course that builds self-awareness and career readiness. Students explore the National Career Cluster Framework® through hands-on experiences and industry exposure, developing the durable skills and academic goals necessary to become Success Ready Graduates.

CIP Codes	CIP Title

SOC Codes	SOC Title



**Career Exploration
Domain 1.0
Develop Self-Awareness**

Standard 1.1 - Explore personal interests, values, strengths, and weaknesses.

Performance Indicators

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|-------|---|
| 1.1.1 | Identify personal interests, strengths, and values using an assessment. |
| 1.1.2 | Reflect on a recent success in your academic, work, or personal activities. |
| 1.1.3 | Identify one personal challenge and create one step you could take to address it. |
| 1.1.4 | Explain how something identified in the assessment could help in a future job. |

Standard 1.2 - Recognize personal learning and working styles.

Performance Indicators

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| 1.2.1 | Identify personal learning and work styles using an assessment. |
| 1.2.2 | Describe how personal learning and working styles affect task completion and teamwork. |

**Domain 2.0
Explore the National Career Clusters® Framework**

Standard 2.1 - Identify and define the National Career Clusters® Framework.

Performance Indicators

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|-------|---|
| 2.1.1 | Research and discuss the fourteen (14) National Career Clusters®. |
| 2.1.2 | Define and differentiate sub-clusters associated within a personal cluster of interest. |



Standard 2.2 - Investigate a variety of careers within the personal career cluster of interest.	
Performance Indicators	
2.2.1	Describe key information (e.g., example careers, work activities, and education and training) associated within the selected cluster.
2.2.2	Compare careers within the selected cluster explaining similarities and differences.
Standard 2.3 - Explain how different career clusters connect to daily life (e.g., food systems, healthcare, transportation, education).	
Performance Indicators	
2.3.1	Connect real-life examples and personal experiences to different career clusters.
2.3.2	Compare how two or more career clusters work together in daily life.
Standard 2.4 - Understand the connection between career clusters and postsecondary training.	
Performance Indicators	
2.4.1	Identify the typical education or training needed for at least one career in a selected career cluster.
2.4.2	Explain how post-secondary training affects career choice.
Domain 3.0	
Explore Local Opportunities and Career Connections	
Standard 3.1 - Connect careers to local industries.	
Performance Indicators	
3.1.1	Identify local industries and businesses associated with specific careers and the skills needed for related jobs.
3.1.2	Explain how selected careers support the local community or economy.
3.1.3	Use information from guest speakers, tours, or virtual experiences to describe local career opportunities.



3.1.4	Participate in projects that explore tools and technology used in high-wage, high-demand jobs.
Standard 3.2 - Connect personal aptitudes and interests to specific jobs.	
Performance Indicators	
3.2.1	Identify personal aptitudes and connect them to career exploration opportunities.
3.2.2	Explore tools and technology connected to specific jobs related to personal aptitudes and interests.
Domain 4.0	
Connect Core Academics to Career Readiness	
Standard 4.1 - Understand how academic skills apply to careers.	
Performance Indicators	
4.1.1	Match core subjects (Math, Science, ELA, Social Studies) to relevant career clusters.
4.1.2	Describe how writing, critical thinking, and math are used in at least 3 careers.
4.1.3	Explain how each subject contributes to solving real-world problems in a work environment.
Standard 4.2 – Recognize the importance of positive behaviors at school.	
Performance Indicators	
4.2.1	Explain how attendance and punctuality relate to success in future employment.
4.2.2	Describe how attitude, behavior, and respect affect both school performance and work readiness.
4.2.3	Understand that school expectations mirror real-world workplace expectations.
Domain 5.0	
Durable Skills for Future Success	
Standard 5.1 - Explore durable skills needed across all careers.	



Performance Indicators	
5.1.1	Identify durable skills (e.g., character, mindfulness, metacognition, leadership, growth mindset, fortitude, critical thinking, creativity, communication, collaboration).
5.1.2	Describe how durable skills help individuals succeed in any workplace.
5.1.3	Reflect on which durable skills are a personal strength and those that need improvement.
Standard 5.2 - Identify appropriate work behavior to learn about employability skills.	
Performance Indicators	
5.2.1	Identify appropriate workplace behaviors and employability skills (e.g., responsibility, teamwork, communication).
5.2.2	Reflect on personal work behaviors and explain how they relate to employability
Domain 6.0 Set Career and Education Goals	
Standard 6.1 - Demonstrate a decision-making process.	
Performance Indicators	
6.1.1	Identify and explain the steps of a decision-making process.
6.1.2	Apply a decision-making process to academic or career-related scenarios.
6.1.3	Participate in job shadowing, virtual learning, or other career exploration experience to inform research and planning during a decision-making process.
Standard 6.2 - Set personal academic and career exploration goals.	
Performance Indicators	
6.2.1	Recognize the components of a Success Ready Graduate (Diplomas of Merit and Distinction).
6.2.2	Identify how short-term academic goals align to a Success Ready Pathway (Enrollment, Employment, or Enlistment).



6.2.3	Connect personal academic goals to a variety of job roles and describe the responsibilities related to those jobs.
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Contributors

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