

Correlations for the *Career Choices* series, the Standards for a Freshman Transition Course, and the ASCA National Standards for Students

Freshman Transition Initiative Knowledge and Skill	<i>Career Choices</i> Series	<i>Instructor's Guide</i> , 7th Edition	Optional CareerChoices.com Enhancements	ASCA National Standards for Students
1. The student learns to project into the future and to understands the consequences of their actions and the choices made today. The student is expected to:				
A. Visualize and describe the adult/work life they envision.	12-14, 63, 76-92, 156-157, 279-280 (CC&C: 354-356*)	4/4-4/7, 4/41, 4/47-4/63, 4/92-4/93, 4/140, 4/166	78, 80, 83, 88-89	C:C1.2
B. Identify the choices and actions that could impede a successful transition to adulthood and/or self-sufficiency.	194-227	4/109, 4/123-4/139		A:A3.1
C. Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting, and/or dropping out (high school or college).	203-207	4/128-4/129, 11/21-11/22		PS.B1.2
D. Analyze the impact of education on life satisfaction, by determining what they think the average lifestyle is for individuals who have been out of school at least 15 years for each of the following situations: high school dropout; high school graduate who enters the workplace with no further training or education; community college/industry certifications; 4-year college graduate; graduate or professional school certification/degree.	97-103, 203-207, 227	4/66-4/67, 4/128-4/129, 4/139-4/140		C:C1.5
E. Develop and analyze a budget for a single parent raising two children whose annual income is below the average in their community.	95-96	4/65		C:C1.2
F. Set goals for wellness practices to maximize present and future health, appearance, and peak performance.	56-59, 64-71, 74-75, 89, 200-202, 208-209	4/43-4/45, 4/60, 4/127, 4/30-4/131		A:C1.1, C:A1.6
2. The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming "identity-achieved." The student is expected to:				
A. Reflect on and write a personal definition(s) of success. (To be re-evaluated and re-written throughout the course.)	18-21, 60-61, 282-283	4/10-4/11, 4/39-4/41, 4/167-4/168		PS:A1.2
B. Contemplate and list their unique trait, (e.g., passions, values and priorities, personality, strengths and weaknesses).	24-49	4/16-4/31		C:A1.3
C. Identify any limiting factors that might impede their progression to a successful life and create plans to circumvent limitations.	70-71, 121, 172-174, 183-185, 194-200, 210, 214-221	4/45, 4/77, 4/108-4/109, 4/111-4/112, 4/118-4/119, 4/123-4/126, 4/134-4/136		PS:B1.2
D. Develop a plan for overcoming the anxieties and fears that might keep them from succeeding.	210, 216-221, 276-277 (CC&C: 352-353*)	4/135-4/136, 4/165		PS:B1.3
3. The student analyzes the effect of personal interest and aptitudes upon educational and career planning. The student is expected to:				
A. Complete a formal career interest and aptitude assessment.	24-49	4/16-4/31		A:B2.2, C:A1.3
B. Match interests and aptitudes to career opportunities.	57-71, 124-141, 144-165	4/38-4/45, 4/80-4/84, 4/86-4/105	145-150, 158-160	C:B1.2
C. Begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to their interest areas.	57-71, 124-141, 144-165	4/38-4/45, 4/80-4/84, 4/86-4/105	145-150, 158-160	C:B2.5

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4. The student recognizes the impact of career choice on personal lifestyle. The student is expected to:				
A. Prepare a personal budget reflecting future lifestyle desires.	74-121	4/48-4/67	78, 80, 83, 88-89, 93, 120	C:C1.5
B. Prepare a subsistence budget (e.g., supported by minimum wage, unemployment insurance, or welfare) and articulate how their ideal lifestyle (described in 04.A) would change at this income level.	95-96	4/65		C:C1.5
C. Use print or online information to determine salaries of at least three career choices in their interest area with varying education requirements (e.g., no high school diploma, high school diploma, and post-secondary education/training).	148-155	4/89-4/90	148-150	C:C1.1
D. Develop a chart that graphically demonstrates the difference between the total lifetime wages for each of the career choices found in 04.C.	114-119	4/74-4/75		C:C1.1
E. Prepare a list of the possible rewards and sacrifices (psychological, as well as financial) for each of the career choices researched in 04.C.	104-113	4/74-4/75		C:C1.7
F. Select the career most closely matching both their personal lifestyle budget and their commitment to education and training for each.	93, 131, 148-155, 227	4/64, 4/129, 4/139- 4/140		C:B1.1
5. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction. The student is expected to:				
A. Develop a chart classifying employment opportunities based on the education and training requirements of careers in their interest area.	211-213	4/132-4/133		C:A1.1, C:B1.4
B. Prepare a proportional life-long timeline (until age 78) that graphically shows the amount of time the student plans to commit to education and training and the amount of time they expect to be active in the workforce. Factor the ratio between time spent preparing for their chosen career and time spent working.	114-119, 272-273 (CC&C: 348-349*)	4/74-4/75, 4/164		A:C1.4
6. The student demonstrates the skills to locate, analyze, and apply career information. The student is expected to:				
A. Access career information using print and online resources to complete an education and/or training plan for a career pathway.	144-165, 266-283 (CC&C: 337-360*)	486-4/105, 4/162- 4/169	145-150, 158-160, 267- 269, 271, 279 (CC&C: 339, 340, 341, 347*)	C:B1.5, C:B1.6
B. Access career information using interviews with business and industry representatives to create a career resources file.	120, 254-255 (CC&C: 320-324*)	4/76, 4/94-4/100, 4/155	120, 254-255 (CC&C: 320, 324*)	C:B1.5, C:B2.3
C. Complete career critiques gained through a variety of experiences (e.g., shadowing, career study tours, guest speakers, career fairs, videos, Internet, and simulated work activities).	120, 158-161	4/76, 4/94-4/101, 11/21-11/22	120, 158-160	C:A1.2, C:B2.3
D. Use career information to apply entrepreneurial skills by developing a small business plan.	38-43, 138-139, 162-165, 238-241	4/22-4/23, 4/83, 4/102-4/105, 4/146-4/147		C:B1.7, C:B1.8
E. Identify the key disadvantage of careers/jobs traditionally held by women.	211-213	4/132-4/133		C:B1.7

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7. The student knows the process for career planning and educational preparation. The student is expected to:				
A. Identify high school and college courses related to choices in their interest area.	266-283 (CC&C: 337-360*)	4/162-4/169	267-269, 271, 279 (CC&C: 339-341, 347*)	C:B2.1, C:B2.4
B. Select appropriate high school or college courses and experiences, and develop a student education plan (SEP) that leads to a specific career choice in their interest area.	266-283 (CC&C: 337-360*)	4/162-4/169	267-269, 271, 279 (CC&C: 339-341, 347*)	A:B2.7, C:B2.2
C. List and explain education and/or training alternative choices after completion of school for a career choice within their interest area.	148-155, 266-283 (CC&C: 337-360*)	4/89-4/90, 4/162-4/169	267-269, 271, 279 (CC&C: 339-341, 347*)	A:B2.1, C:B2.1
D. Prepare an education and career plan for an occupation within their interest area that begins with entry into high school and continues through completion of a post-secondary education and/or training program. Place this information in the personal career portfolio.	266-283 (CC&C: 337-360*)	4/162-4/169	267-269, 271, 279 (CC&C: 339-341, 347*)	A:B2.6, C:B2.5, C:C1.1
E. Complete 10-year outlining yearly quantitative goals and objectives for education, work, finances, and lifestyle choices.	222-223, 278-280 (CC&C: 352-353*)	4/137, 4/166		A:C1.4, C:B1.1, C:B1.3, C:B2.2, C:B2.4
8. The student can apply the skill sets required to succeed (both in the classroom and the workforce). The student is expected to:				
A. List and explain the steps in the decision-making process.	168-179	4/108-4/115		C:A1.5, C:B1.1
B. Write quantitative goals and objectives for three personal or classroom projects.	186-191	4/120-4/121		C:A1.6, PS:A1.3, PS:B1.12
C. Apply problem-solving strategies to resolve a personal dilemma or that of a friend.	183-185	4/117-4/119		PS:B1.1, PS:B1.3, PS:B1.5
D. Diagram the steps required to achieve identified short-and long-term goals.	186-191, 278-280 (CC&C: 353-356*)	4/120-4/121, 4/123, 4/166		PS:A1.3, PS:B1.9
E. Describe at least five common situations in which delaying gratification would lead to long-term rewards.	183-185, 203-207, 274-275 (CC&C: 350-351*)	4/118-4/119, 4/128-4/129, 4/165		PS:A1.8, PS:B1.9
F. Prioritize and manage personal and academic activities using time management strategies.	121, 232-235	4/77, 4/143-4/144		A:A2.1, A:C1.1, C:A2.9
G. Generate personal strategies for managing stress and tolerating anxiety.	214-221, 226-227, 274-277 (CC&C: 350-353*)	4/134-4/136, 4/139-4/140, 4/165		PS:A1.8, PS:A1.10, PS:B1.4, PS:C1.10
H. Give and receive constructive criticism.	194-200, 236-241, 260 (CC&C: 332*)	4/123-4/126, 4/145-4/147, 4/158		PS:A2.3, PS:A2.6
I. Make a persuasive oral presentation about a contemporary problem (e.g., convince an imaginary friend who is contemplating dropping out to stay in school).	172-174, 185, 208-209, 222-223	4/111-4/112, 4/118, 4/130-4/131, 4/137		PS:A2.7
J. Explain and demonstrate effective communication in family, community, and career settings.	Practiced throughout text	Practiced throughout text		PS:A2.6
K. Apply reading, writing, listening, speaking, and mathematic skills in family and workplace settings.	Practiced throughout text	Practiced throughout text		A:C1.3, A:C1.5, PS:A2.6

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9. The student demonstrates the importance of productive work habits and attitudes. The student is expected to:				
A. Conduct interviews with a minimum of two employers to determine the importance of work ethics, such as dependability, productive work habits, getting along with others, and honesty.	238-241	4/146-4/147, 13/9		C:A2.8, C:B1.5, C:C1.2
B. List the characteristics of an effective team member.	38-43, 162-165, 230-235, 238-241	4/22-4/23, 4/102-4/105, 4/115, 4/143-4/144, 4/146-4/147		A:A3.2, C:C2.3
C. Work on a team to accomplish an assigned task and complete an "effective team member" profile to be placed in the personal career portfolio.	38-43, 162-165	4/22-4/23, 4/102-4/105, 4/115, 4/127, 4/137, 4/148-4/149		A:A3.2, C:C2.3
D. Write job scenarios demonstrating positive and negative employee/customer relations.	232-235, 238-241	4/143-4/144		C:A2.1, C:C2.2, PS:A2.2
E. List and explain in the context of a school assignment the traits of those who strive for excellence.	232-235	4/143-4/144		A:A1.5, A:A2.2, A:A3.4, A:B1.1
F. Create systems and strategies for managing personal activities and resources, such as schedules, assignments, school materials, and projects.	121, 186-191, 270-271 (CC&C: 346-347*)	4/13-4/14, 4/77, 4/120-4/121, 4/150, 4/164		A:C1.1, A:C1.6, C:A2.9
G. Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and exceptionalities.	31-37, 196-199, 211-215, 242-247	4/20-4/21, 4/43, 4/123-4/125, 4/132-4/134, 4/148-4/149		A:C1.1, C:A2.5, C:C1.6, PS:A2.1, PS:A2.2, PS:A2.3, PS:A2.4
10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. The student is expected to:				
A. Compile a list of transferable skills, along with a corresponding list of possible career options that match their interests and aptitudes. Place the list in the personal career portfolio.	46-48, 132-134, 147, 150-155, 162-165, 246, 272-273 (CC&C: 348-349*)	4/13-4/14, 4/27-4/29, 4/150	150	C:A1.3, C:B1.2, C:B2.1, C:C1.4
B. Create a presentation portraying transferable skills within their interest area.	246	4/150, 4/162		C:B1.2
11. The student knows the process used to locate and secure entry-level employment. The student is expected to:				
A. Complete a job application form for an employment opportunity in their interest area.	256-257 (CC&C: 330-331*)	4/156	256 (CC&C: 330*)	C:A2.2
B. Develop a resume for an employment opportunity in their interest area.	250-253 (CC&C: 313-319*)	4/157, 13/9	253	C:A2.6
C. Role-play appropriate interviewing techniques for an employment opportunity in their interest area.	258-259 (CC&C: 325-329*)	4/157, 13/9	258 (CC&C: 326*)	C:A2.2

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12. The student knows the effect change has on society and career opportunities. The student is expected to:				
A. Cite examples of change in our society.	135-137, 211-213, 242-246	4/14, 4/61, 4/90- 4/91, 4/139-4/140, 4/148, 4/150		C:A2.3, C:B1.8, C:C1.4
B. Compose a report explaining positive and negative aspects of one example of societal change.	135-137, 242-246	4/61, 4/148, 4/150		A:B1.2, C:B1.7
C. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	242-246	4/148-4/150		C:B2.2, C:C1.1, C:C1.4
D. Develop a timeline that covers the last 10 years and depicts the changes in a selected career choice.	150-155	4/90-4/91, 4/139- 4/140, 4/150, 4/153	150	A:B1.2, C:B1.1, C:B1.8
E. Use labor market information and knowledge of technology and societal and/or economic trends to forecast a job profile for a career in their interest area 10 years from now. Add this profile to the personal career portfolio.	135-139, 148-149, 150-155, 226-227, 242-246	4/90-4/91, 4/139- 4/140, 4/150, 4/153	148-149	A:B1.2, C:B1.5, C:B1.8