

## Kentucky Core Content for Vocational Studies Standards

*Correlated to Career Choices, Possibilities, and the Instructor's Guide*

| Middle Level (Assessment at Grade 8)   |   |  |  | High School (Assessment at Grade 10)  |  |  |                                   |
|--|---|--|--|---|--|--|-----------------------------------|
| Indicator  | Career Choices  | Instructor's Guide   | Enhancements at careerchoices.com                      | Indicator   | Career Choices                                       | Instructor's Guide   | Enhancements at careerchoices.com |
| <b>Academic Expectation 2.36: Students use strategies for choosing and preparing for a career.</b>   |   |  |  |   |  |  |                                   |
| <b>Jobs/careers reflect both individual and societal needs.</b>  |   |  |  |   |  |  |                                   |
| People work to provide for their wants (e.g., entertainment, hobbies, brand-name clothing/shoes) and needs (e.g., food, clothing, shelter) and often for personal satisfaction (e.g., self-worth).                   | 24-53, 57-71, 124-141, 144-165  | 4/38-4/45, 4/80-4/84, 4/86-4/105   | 145-150, 158-160                                       | Career planning has an impact on future physical, mental, and emotional well-being.   | 24-53, 57-71, 124-141, 144-165                       | 4/38-4/45, 4/80-4/84, 4/86-4/105                               | 145-150, 158-160                  |
| Work (e.g., manufacturing, construction, health care, food services) is important to society because it provides necessary goods and services for individuals and groups.  |   |  |  | Work has social and economic impacts on the individual, family, and society.  | 56-71, 95-121, 124-141, 207-213                      | 4/38-4/45, 4/65-4/78, 4/80-4/84, 4/129-4/133                   | 210                               |
| Jobs and career opportunities (e.g., manufacturing, business/industry, food services, natural resources, entertainment) vary within and among communities and global regions based, in part, on available resources. | 144-165   | 4/86-4/105   | 145-150  | Job and career opportunities vary at the state, national, and international levels based on demand for goods and services and available resources.  | 144-165  | 4/86-4/105   | 145-150                           |
| New jobs and careers emerge and others are deleted due to the needs of society (e.g., increased need for nursing home care due to people living longer, day care due to more people working).                        | 135-137, 148-149, 150-155, 211-213, 226-227, 242-246                  | 4/14, 4/61, 4/90-4/91, 4/139-4/140, 4/148, 4/150, 4/153  | 148-149  | The job market changes as a result of scientific advancements and the increased use of technology (e.g., robotics replacing workers).   | 135-137, 148-149, 150-155, 211-213, 226-227, 242-246 | 4/14, 4/61, 4/90-4/91, 4/139-4/140, 4/148, 4/150, 4/153        | 148-149                           |
| <b>Many factors need to be considered when selecting and preparing for employment or a career path.</b>  |   |  |  |   |  |  |                                   |
| Interests and abilities can be identified through a variety of means (e.g., formal assessment, trying new experiences, job fair).  | 24-27, 28-29, 31-37, 39-43, 44-48, 104-113, 124-141, 144-147, 148-165 | 4/15-4/31, 4/38-4/45, 4/69-4/73, 4/80-4/84, 4/86-4/105, 10/5   | 145-150, 158-160                                       | Short- and long-term career goals should be based on an individual's personality, values, interests, aptitudes, abilities, and postsecondary opportunities.   | 168-179, 182-191, 266-283                            | 4/108-4/115, 4/118-4/121, 4/162-4/169                          |                                   |
| Jobs and careers differ in ways that match a person's interests, aptitudes, and career goals (e.g., salary, benefits, demands of job, work environment).   | 24-53, 57-71, 124-141, 144-165  | 4/13-4/14, 4/38-4/45, 4/80-4/84, 4/86-4/105  | 145-150, 158-160                                       | There are basic academic skills (e.g., communication, research, math, science) and preparation levels (e.g., past work experience and training, leadership, certification) required or useful for various jobs and careers. | 150-155, 158-161, 266-283                            | 4/94-4/101, 4/129, 4/162-4/169                                 | 160, 267-269, 271, 279            |
| There are resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) available for locating job and career information.                     | 120, 144-165, 203-207, 222-223, 241, 254-255, 262-263, 266-283,       | 4/76, 4/78, 4/86-4/105, 4/115, 4/139-4/140, 4/146-4/147, 4/149, 4/155, 4/157, 4/162-4/169, 6/36-6/40, 10/5 | 120, 145-150, 158-160, 229, 254-255, 267-269, 271, 279 | The advantages and disadvantages of jobs and careers in various occupational areas should be evaluated (e.g., preparation, salary, benefits, demands of job, location, work environment).                                   | 93, 131, 148-155, 227168-179                         | 4/64, 4/90-4/91, 4/108-4/115, 4/129, 4/139-4/140, 4/150, 4/153 | 145-150                           |

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| Indicator   | Career Choices   | Instructor's Guide  | Enhancements at careerchoices.com | Indicator  | Career Choices   | Instructor's Guide  | Enhancements at careerchoices.com |
| There are various postsecondary options available (e.g., technical or vocational schools, 2-year college, 4-year college, apprenticeship, military service).  | 116-119, 148-155, 204-206, 207, 211-213, 226, 227, 266, 272-273, 279-280 | 4/74, 4/90-4/91, 4/132-4/133, 4/137, 4/139-4/140, 4/162-4/169   | 267-269, 271, 279                 | There are various postsecondary options (e.g., technical or vocational schools, 2-year colleges, 4-year colleges, apprenticeships, military service) to be considered in selecting or preparing for employment or a career path.   | 116-119, 148-155, 204-206, 207, 211-213, 226, 227, 266, 272-273, 279-280 | 4/74, 4/90-4/91, 4/132-4/133, 4/137, 4/139-4/140, 4/162-4/169   | 267-269, 271, 279                 |
| <b>Academic Expectation 2.37: Students demonstrate skills and work habits that lead to success in future schooling and work.</b>  |  |   |                                   |  |  |   |                                   |
| <b>Positive and negative work habits impact success.</b>  |  |   |                                   |  |  |   |                                   |
| Opportunities for individual success are enhanced by identifying weak or negative work habits and making changes for improvement.   | 232-235, 238-241   | 4/143-4/144, 4/146-4/147, 10/5-10/6   |                                   | Employers look for employees who have positive work habits and a good work ethic (e.g., positive attitude, initiative, punctuality, communication skills).   | 232-235, 238-241   | 4/143-4/144, 4/146-4/147, 10/5-10/6   |                                   |
| The work habits and work ethics (e.g., cooperation, respect, time management, team/individual responsibilities) of an individual can impact the success of a group.   | 38-43, 162-165, 232-235, 238-241   | 4/22-4/23, 4/102-4/105, 4/115, 4/127, 4/137, 4/143-4/144, 4/146-4/147, 4/148-4/149                    |                                   | Work habits/ethics (e.g., cooperation, respect, time management, individual/team responsibilities, dependability) can impact the success of a group.   | 38-43, 162-165, 232-235, 238-241   | 4/22-4/23, 4/102-4/105, 4/115, 4/127, 4/137, 4/143-4/144, 4/146-4/147, 4/148-4/149                    |                                   |
| <b>Special skills are needed for success in future school and in the workplace.</b>   |  |   |                                   |  |  |   |                                   |
| Certain academic skills (e.g., communication, research, math, science) are important to specific job or careers.  | 150-155, 158-161, 266-283  | 4/94-4/101, 4/129, 4/162-4/169  | 160, 267-269, 271, 279            | Life-long earning potential, job options, and job satisfaction are generally related to the amount and kind of educational training of the worker.   | 116-119, 207-213   | 4/74, 4/129-4/133   |                                   |
| The use of various types of technology (e.g., word processing, Internet access) has increased, continues to change, and has an impact on the workplace.   | 135-137, 148-149, 150-155, 211-213, 226-227, 242-246                     | 4/14, 4/61, 4/90-4/91, 4/139-4/140, 4/148, 4/150, 4/153   | 148-149                           | Changes in technology impact what employees do in various jobs and careers (e.g., ATM on bank tellers, voicemail on receptionists, scanners on cashiers, online courses on teachers).  | 135-137, 148-149, 150-155, 211-213, 226-227, 242-246                     | 4/14, 4/61, 4/90-4/91, 4/139-4/140, 4/148, 4/150, 4/153   | 148-149                           |
| Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task. | 38-43, 162-165, 168-179, 182-191, 232-235, 238-241                       | 4/22-4/23, 4/102-4/105, 4/108-4/115, 4/118-4/121, 4/127, 4/137, 4/143-4/144, 4/146-4/147, 4/148-4/149 |                                   | Team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, cooperate with other, ask questions about tasks, use problem-solving skills, use conflict resolution and mediation skills) are important in future schooling and in today's workplace. | 38-43, 162-165, 168-179, 182-191, 232-235, 238-241                       | 4/22-4/23, 4/102-4/105, 4/108-4/115, 4/118-4/121, 4/127, 4/137, 4/143-4/144, 4/146-4/147, 4/148-4/149 |                                   |

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|--|---|------------------------------|-----------------------------------|---|---|--|-----------------------------------|
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| Academic Expectation 2.38: Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job. |   |                              |                                   |   |   |  |                                   |
| Special skills are needed as postsecondary opportunities are sought.   |   |                              |                                   |   |   |  |                                   |
| A resume (a summary of a person's educational background, job experiences, and qualifications) is an important component in a portfolio.   | 250-253   | 4/152-4/153                  | 253                               | A career portfolio should include:  |   |  |                                   |
|  |   |                              |                                   | * Self-assessment of interests, aptitudes, and abilities  | 24-53, 57-71, 124-141, 144-165              | 4/13-4/14, 4/38-4/45, 4/80-4/84, 4/86-4/105                  | 145-150, 158-160                  |
|  |   |                              |                                   | * A resume  |   |  |                                   |
|  |   |                              |                                   | * Letters of reference  |   |  |                                   |
|  |   |                              |                                   | * Certifications of training  |   |  |                                   |
| * Samples of work  |   |                              |                                   |   |   |  |                                   |
| The following communication skills are important when seeing a job/career:   |   |                              |                                   | The following skills are needed to seek, obtain, maintain, and change jobs/careers and postsecondary opportunities: |   |  |                                   |
| * Business letter writing  | 158-159, 250-263  | 4/94, 4/152-4/159, 10/5-10/6 | 253, 256, 258                     | * Continuing a job search   | 250-253, 254-255, 256-257, 258-259, 260-263 | 4/152-4/153, 4/154-4/155, 4/156, 4/157, 4/158-159, 10/5-10/6 | 253, 256, 258                     |
| * Nonverbal communication skills (e.g., body language, facial expressions, posture, dress)   |   |                              |                                   | * Writing a letter of application   |   |  |                                   |
| * Verbal skills  |   |                              |                                   | * Completing an application   |   |  |                                   |
| * Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer)                         |   |                              |                                   | * Securing a letter of reference  |   |  |                                   |
|  |   |                              |                                   | * Preparing a resume  |   |  |                                   |
|  | * Knowing interview techniques (e.g., learn about employer/job, make a list of questions to ask, prepare materials to take, prepare answers to question you may be asked) |                              |                                   |   |   |  |                                   |
|  |   |                              |                                   | * Writing a follow-up letter  |   |  |                                   |
|  |   |                              |                                   | * Following proper procedure when changing jobs (e.g., give advance notice, write a letter of resignation)          |   |  |                                   |