

Career-Based Intervention Pathway

Standards Correlation for the *Career Choices* Curriculum

The key principles at the foundation of the Career-Based Intervention Pathway (CBI) draw on seven of 10 High Schools That Work research-based key practices. *Career Choices* has a long history of enhancing to the success of High Schools That Work programs, supporting higher student achievement and the integration of academic and career-technical skills.

Seven Key Principles of CBI Program Design

Higher Expectations

Partnering with administrators, teachers, counselors, parents and community to support a belief system that all learners will achieve academic success, establish a career pathway and become contributing members of society.

Common Curriculum

Engaging learners in the common curriculum of the school that provides opportunities for graduation and links with school district and state curriculum and performance expectations.

Authentic Learning

Providing appropriate and effective instruction by meeting student needs through active learner engagement and relating subject matter to life and work.

Supportive Structures

Achieving optimum conditions for learning through a student-teacher ratio that promotes effective interaction and instruction, physical location to develop psychological and social identity and instructional resources and technology to meet individual learner needs.

Sense of Belonging

Providing activities and a classroom/community environment that lead to increased positive social interaction, citizenship practices and leadership development.

Continuous Improvement

Monitoring and improving classroom achievement by using student assessment and program data in relation to the district's continuous improvement plan.

Student Identification

In partnership with administrators, counselors, teachers and parents, selecting students who have barriers to career and academic success.

Key Principles of the *Career Choices* Curriculum Design

The *Career Choices* curriculum is recognized for its ability to **motivate students to set higher career and life goals and provide a new-found relevancy that stimulates interest in their academic studies.**

Career Choices supports the new **Common Core State Standards for English Language Arts**, providing an additional avenue for practice of critical written communication skills. *Career Choices* also **reinforces the need for mastery of ALL academic subjects and motivates students to learn** by bringing something universally fascinating to the process: their own identities, abilities, dreams, and aspirations.

Once students realize how education will benefit them in the future—"what's in it for me"—**they become actively engaged in the learning process.** What was once viewed as drill-oriented becomes relevant. Not surprisingly, their **performance improves and this encourages them to work even more diligently.** Success feeds enthusiasm, which inspires more success!

Career Choices supports the **counseling and comprehensive guidance functions by helping students write their own comprehensive 10-year education plans.** With the addition of My10yearPlan.com®, student's responses to the *Career Choices* activities can be available through a secure online interface, **allowing teachers to easily review work and view a clear and concise "snapshot" of each student's future plans.**

The strength of the *Career Choices* curriculum is that it **empowers by providing a learning environment that focuses on individual strengths, unique differences, and respectful dialogue.** It speaks to students who need a **little more support and attention to see how they fit in** and how education is relevant to their lives.

With the addition of My10yearPlan.com®, student's responses to the *Career Choices* activities can be available through a secure online interface, **allowing teachers to easily view a clear and concise "snapshot" of each student's future plans, and to report on progress.**

Career Choices is **recommended for use with ALL students** and has been found to be effective in myriad settings with a variety of populations.

The *Career Choices* materials are designed to help students develop a vision of a productive future, create a career plan, and build the critical thinking and life skills needed to effectively review, adapt, and execute that plan. Along the way, students begin to understand the role education and training must play in their plan, which leads to improvements in academic performance, acquisition of employability skills, and increased preparation for post-secondary education/training.

The *Career Choices* curriculum provides the scope and sequence needed to drive instruction of a proven, interdisciplinary process that reflects the “real world” application of the CBI competencies.

Career-Based Intervention Essential Competencies Standards Correlation for the *Career Choices* Curriculum

Competency	<i>Career Choices</i>	<i>Instructor's Guide</i>	<i>Possibilities anthology</i>	Notes or Other Elements
Unit 1: Social and Emotional Skills	Self-discovery activities throughout, including but not limited to pages 18-21, 24-49, 57-71, 238-245	4/10-4/11, 4/16-4/31, 4/38-4/45, 4/146-4/149	Journal entries, reading selections, and discussion questions throughout	The self-discovery process outlined in <i>Career Choices</i> reflects the Personal/Social Development outlined in the American School Counselor Association (ASCA) National Standards and also in the Freshman Transition Standards from The George Washington University's Freshman Transition Initiative.
1.1 Manage one's own emotions and behavior.				
1.2 Recognize character traits and external supports for best performance.				
1.3 Demonstrate skills related to achieving personal and academic goals.				
1.4 Recognize and respect the feelings and perspective of others.				
1.5 Discuss individual and group similarities and differences.				
1.6 Resolve interpersonal conflicts in a constructive way.				
1.7 Apply decision-making skills to handle daily academic and social situations.				
1.8 Contribute to the well-being of one's school and community.				
1.9 Develop personal traits to foster career advancement.				
1.10 Describe how conflict originates and impacts behavior.				
1.11 Describe different responses to conflict as they relate to results.				
1.12 Embrace change as an opportunity.				
1.13 Develop and use networking techniques to create professional relationships.				
1.14 Manage stressful situations.				
1.15 Implement teamwork techniques.				
1.16 Employ leadership skills.				
1.17 Manage internal and external relationships to foster positive interactions.				

Competency	Career Choices	Instructor's Guide	Possibilities anthology	Notes or Other Elements
Unit 2: Postsecondary and Career Preparation				
2.1 Explore time management strategies related to personal, educational and workplace goals.	Goal of the entire text	Supporting activities throughout	Journal entries, reading selections, and discussion questions throughout	The career exploration and personal planning process outlined in <i>Career Choices</i> reflects the Career Development outlined in the American School Counselor Association (ASCA) National Standards and also the Career and Life Skills in the Freshman Transition Standards from The George Washington University's Freshman Transition Initiative.
2.2 Develop a plan for on-time graduation.				
2.3 Describe workforce, workplace and personal issues impacting careers.				
2.4 Describe career opportunities in each of the 16 career fields.				
2.5 Identify career interests, skills and aptitudes for career readiness.				
2.6 Complete additional research on selected career interests.				
2.7 Create opportunities to gain additional career-related experiences.				
2.8 Explain apprenticeships. (<i>Individualize if needed</i>)				
2.9 Explore postsecondary education options related to career interests.				
2.10 Describe the process for enrolling in a postsecondary institution.				
2.11 Develop an individual academic and career plan for on-time graduation and career success.				
2.12 Implement job search skills.				
2.13 Develop orientation skills for a new job.				
2.14 Prepare for career advancement.				
2.15 Display responsible behaviors at work to retain employment.				
2.16 Describe ways to balance work and family responsibilities.				
2.17 Describe appropriate processes for resigning from employment.				
2.18 Develop an ongoing career plan.				
Unit 3: Financial Literacy				
3.1 Describe the fundamental principles of money needed to make financial exchanges.	Goal of the lifestyle and budgeting activities throughout, including but not limited to pages 74-121, 131, 148-155, 227	4/48-4/67, 4/89-4/90, 4/129, 4/139-4/140	Journal entries, reading selections, and discussion questions throughout	The supplemental workbook <i>Lifestyle Math</i> and the online activities available through CareerChoices.com and My10yearPlan.com® can be used to enhance the teaching of these critical financial literacy skills.
3.2 Analyze personal financial needs and goals.				
3.3 Describe work-related finances.				
3.4 Manage personal finances.				
3.5 Explain the use of financial services providers.				
3.6 Identify investment strategies to ensure personal financial well-being.				
3.7 Describe the concept of wealth building.				
3.8 Describe basic financial concepts of business.				

Competency	Career Choices	Instructor's Guide	Possibilities anthology	Notes or Other Elements
Unit 4: Information, Media and Technological Literacy	Opportunities for technology integration available throughout, including but not limited to pages 150-155, 172-177, 279-283	Opportunities for technology integration available throughout		CareerChoices.com and My10yearPlan.com® can be used to enhance the teaching of these critical technology literacy skills.
4.1 Use computer systems.				
4.2 Describe aspects of the Internet.				
4.3 Use computer applications.				
4.4 Use advanced computer applications.				
4.5 Demonstrate creative thinking to develop innovative products and processes using technology.				
4.6 Use digital media to communicate and work collaboratively, including at a distance.				
4.7 Demonstrate knowledge of technology concepts, systems and operations.				
4.8 Use information accurately and creatively to solve problems.				
4.9 Analyze media messages.				
Unit 5: Health and Wellness Literacy	Including but not limited to pages 56-59, 64-71, 74-75, 89, 200-202, 208-209	4/43-4/45, 4/60, 4/127, 4/130-131	Journal entries, reading selections, and discussion questions throughout	An increased awareness of self, exposure to the decision making process, and understanding of the consequences of actions supports mastery of these competencies.
5.1 Use critical thinking skills related to personal wellness and health.				
5.2 Demonstrate goal setting for personal health and well being.				
5.3 Demonstrate behaviors that foster healthy, active lifestyles.				
5.4 Identify characteristics of physical and psychological abuse and unhealthy relationships. <i>(teacher recommended)</i>				
Unit 6: Business Readiness Skills	<i>Not addressed directly in these materials</i>			<i>Career Choices</i> does discuss globalization, specifically regarding the need for lifelong learning, the need for developing a global perspective, and in understanding of its impact on the outlook for certain careers paths.
6.1 Discuss basic business concepts.				
6.2 Describe business functions.				
6.3 Discuss the environmental impact of business.				
6.4 Describe systems in organizations.				
6.5 Describe organizational structures.				
6.6 Practice continuous improvement.				
6.7 Discuss the global environment in which businesses operate.				
6.8 Explain the role of global trade.				

Competency	Career Choices	Instructor's Guide	Possibilities anthology	Notes or Other Elements
Unit 7: Ethics and Legal Practices	<i>Not addressed directly in these materials</i>			An increased awareness of self, exposure to the decision making process, and understanding of the consequences of actions supports mastery of these competencies.
7.1 Make decisions within an ethical framework.				
7.2 Assess the implications of ethical and unethical behavior.				
7.3 Research mandated standards, policies, legislation and legal practices.				
Unit 8: Safety	<i>Not addressed directly in these materials</i>			
8.1 Promote a safe workplace.				
8.2 Evaluate the ergonomic factors in the workplace.				
8.3 Explain emergency response plans in a variety of industry settings.				
8.4 Identify the requirements for First Aid and CPR certifications.				
8.5 Examine entrance and exit procedures.	Practiced throughout, including but not limited to pages 172-174, 185, 194-200, 208-209, 222-223, 241, 260			The discussions prompted by <i>Career Choices</i> provide a framework for the Personal/Social Development outlined in the American School Counselor Association (ASCA) National Standards and also in the Freshman Transition Standards from The George Washington University's Freshman Transition Initiative.
Unit 9: Communication Skills				
9.1 Explain effective communications.				
9.2 Apply active listening skills.				
9.3 Apply appropriate verbal skills in business situations.				
9.4 Use appropriate social skills to interact effectively with others.				
9.5 Make oral presentations.				
9.6 Engage in active observation.				
9.7 Utilize effective written communication.				
9.8 Use correct grammar and vocabulary.				
9.9 Use communication tools.				
9.10 Read to acquire meaning from written material.				
9.11 Follow company guidelines in the business environment.	<i>Not addressed directly in these materials</i>			Chapter 10 of <i>Career Choices</i> focuses on the concept of "Attitude is Everything," explores how attitude is an employability skill, and asks students critique some poor customer service scenarios.
9.12 Use communication skills to inform and influence others.				
Unit 10: Customer Service				
10.1 Explain the role of customer service.				
10.2 Respond appropriately and in a timely manner to internal and external customers to foster positive relationships.				
10.3 Analyze product and service offerings for a business.				
10.4 Establish a relationship with customer/client.				
10.5 Assess customer needs.				
10.6 Educate customer about products and services.				

Unit 11: Economics	<i>Not addressed directly in these materials</i>			
11.1 Explain fundamental economic concepts to obtain a foundation for employment in business.				
11.2 Discuss the interactions of supply, demand and price.				
11.3 Describe the nature of business to show its contributions to society.				
11.4 Differentiate among economic systems to understand the environments in which business function.				
11.5 Discuss productivity to understand its impact on business decision-making.				
11.6 Explain economic indicators to measure economic trends and conditions.				
Unit 12: Entrepreneurial Concepts.	Practiced throughout, including but not limited to 135-139, 238-241	4/82-4/83, 4/146-4/147		
12.1 Describe the role of entrepreneurship.				
12.2 Evaluate personal entrepreneurial potential.				
12.3 Describe types of ownership.				
12.4 Identify and explore entrepreneurial opportunities.				
12.5 Determine viability of the business opportunity.				
12.6 Describe the importance of business planning.				
Unit 13: Problem-Solving and Critical Thinking	Practiced throughout the process, including but not limited to pages 162-165, 168-179, 182-191, 194-200	Opportunities available throughout, including but not limited to 4/102-4/104, 4/107-4/115, 4/117-4/121, 4/123-4/126		Elements of the My10yearPlan.com® system can be used to coach students in the development of critical thinking skills.
13.1 Employ problem-solving skills to formulate solutions.				
13.2 Demonstrate critical thinking techniques.				
13.3 Combine critical thinking and team building skills to solve problems.				
13.4 Evaluate and adopt plans and schedules to respond to unexpected events and conditions.				
13.5 Use creativity and innovation.				
13.6 Analyze methods to learn how to learn.				
13.7 Apply learning skills in new contexts.				