

Maine Career Preparation Standards

Correlated to the *Career Choices* Curriculum

Benchmark	<i>Career Choices</i>	<i>Instructor's Guide</i>	CareerChoices.com Web Site
A. Preparing for the Future – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Students will be able to:			
1. Demonstrate the leadership and membership skills necessary to succeed as a member of a team.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	4/22-23, 4/24-26, 4/102-105, 4/115, 4/118-119, 4/127, 4/137, 4/143, 4/148	
2. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.	24-53, 57-71, 105-113, 124-141, 144-147, 148-165	4/15-31, 4/38-45, 4/80-84, 4/86-4/105, 10/5	145-150, 158-160
3. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	116-121, 135-139, 148-149, 150-155, 211-213, 226, 242-246, 266	4/14, 4/61, 4/90-91, 4/139, 4/148, 4/150, 4/153	148-149
4. Demonstrate an understanding of basic business concepts such as profit and loss, the availability of skilled labor, market share, and customer service.	232-235, 238-241	4/145-146, 4/178, 10/4-5	
B. Education/Career Planning and Management – Guided by self-assessment and personal career interests, students will integrate school- and work-based experiences to develop their career goals. Students will be able to:			
1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.	Main theme of the entire text	4/1-169, 4/13-14	
2. Demonstrate job seeking skills.	242-245, 246, 250-253, 256-257, 258-259	4/149, 4/152-153, 4/156, 4/157, 10/5-6	253, 256, 258
3. Assess personal, educational, and career skills that are transferable among various jobs.	46-48, 132-134, 147, 150, 162-165, 246	4/13-14, 4/27-28, 4/150	150
4. Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed.	38-43, 138-139, 162-165, 226-227, 238-241, 242-247	4/22-23, 4/83, 4/103-104, 4/146-147, 4/148-150	

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C. Integrated and Applied Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. Students will be able to:			
1. Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.	Activities throughout the entire text	4/1-169, 6/36-40, 6/49-57	
2. Demonstrate knowledge of customer satisfaction strategies.	230-241	4/142-147	
3. Demonstrate an understanding of how humans change and adapt technology to their benefit.	135-137, 242-245, 246	4/82, 4/148-149, 4/150	
4. Use mathematical, scientific, and technological tools to design and apply solutions to a community problem.	170-178	4/26, 4/108-115	
5. Demonstrate an understanding of workplace safety and human factors in the development of products, services, or processes.	162-165, 238-241	4/26, 4/102-404, 4/105, 4/146-147	
D. Balancing Responsibilities – Students will acquire and apply skills/concepts required to balance personal, family, community, and work responsibilities. Students will be able to:			
1. Illustrate how resources and support systems, available within a community, assist individuals in their roles as workers and family members.	226, 262-263	4/139-140, 4/159	160, 262
2. Use knowledge and theories of growth and development to help balance multiple responsibilities.	56-71, 104-115	4/38-45, 4/69-73	
3. Demonstrate an understanding of the importance of community involvement to family and community life.	56-71, 158-160, 214, 262-263	4/38-45, 4/94-100, 4/101, 4/159, 6/36-40, 10/5-6	158, 160, 262
4. Demonstrate an ability to manage personal resources.	74-121, 131, 148-155, 207, 211-213, 227	4/48-67, 4/89-90, 4/129, 4/139, 4/164-166	78, 80, 88-89, 93, 120