

Oregon Career and Life Roles Benchmarks and Career-Related Learning Standards

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

Benchmark 3 (Grade 8)				Benchmark 4 (Grade 10)				CAM and Diploma Career-Related Learning Standards			
Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Criteria	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
Personal Management -- Develop competence in personal management that contributes to fulfilling and balancing responsibilities of multiple life roles (i.e., individual learner, producer, consumer, family member, citizen).								Exhibit appropriate work ethic and behaviors in school, community, and workplace.			
Demonstrate good work habits in various family, school, and community related tasks.	230-247	228-239, 240-248, 249-251	4/141-4/150	Take initiative to complete work in a responsible manner.	230-247	228-239, 240-248, 249-251	4/141-4/150	Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.	230-247	228-239, 240-248, 249-251	4/141-4/150
Recognize and explain the differences between socially responsible and socially irresponsible behaviors.	168-179	127-138, 139-141, 142-163	4/107-4/115					Maintain regular attendance, and be on time.	230-247	228-239, 240-248, 249-251	4/141-4/150
Describe one's interactions with community authority figures, and identify how these interactions influence self and others.	238-241, 255	208-211, 264-269	4/31, 4/33, 4/34-4/35	Use verbal, non verbal, and written communication skills to interact with classmates, teachers, family, and community members.	Class discussions throughout, 120, 158-159, 160-161, 238-241, 242-245, 246, 254-255, 258-259	240-248, 254-261	3/8, 3/21, 4/14, 4/76, 4/94-4/101, 4/146, 4/149, 4/150-4/151, 4/155, 4/157, 10/3	Identify tasks that need to be done, and initiate action to complete the tasks.	182-191, 266-283	208-211	4/118-4/119, 4/120-4/121, 4/162-4/166
								Take responsibility for decisions and actions, and anticipate consequences of decisions and actions.	168-179, 194-227	127-138, 139-141, 142-163, 194-199, 212-220, 214-215, 221-224	4/107-4/115, 4/123-4/140
								Maintain appropriate interactions with colleagues.	238-241	251	4/33, 4/34-4/35

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Problem Solving -- Develop and use productive and socially responsible approaches for resolving problems in family, school, community, and workplace settings.								Apply decision-making and problem-solving techniques in school, community, and workplace.			
Select and use appropriate strategies to solve problems related to life roles.	182-191	166-171, 178-211	4/118-4/121	Generalize problem-solving strategies to new contexts or situations.	182-191	166-171, 178-211	4/118-4/121	Identify problems, and locate information that may lead to solutions.	182-191, 194-227	166-171, 172-177, 178-211, 214-215, 221-224, 225-227	4/118-4/121, 4/123-4/140
Distinguish between alternatives that involve varying degrees of risk.	182-191, 194-227	166-171, 172-177, 178-211, 214-215, 221-224, 225-227	4/118-4/121, 4/123-4/140	Resolve problems using techniques that include personal, social, and ethical considerations.	182-191, 194-227	166-171, 172-177, 178-211, 214-215, 221-224, 225-227	4/118-4/121, 4/123-4/140	Identify alternatives to solve problems.	182-191, 194-227	166-171, 172-177, 178-211, 214-215, 221-224, 225-227	4/118-4/121, 4/123-4/140
Use information to make decisions and solve problems related to family, school, and community situations.	78-121, 124-141, 144-165, 168-179, 266-283	76-79, 80-86, 87-94, 95-102, 103-107, 108-111, 112-117, 118-123, 124-126, 124-141, 144-165, 270-272, 273-283	4/47-4/78, 4/79-4/84, 4/85-4/105, 4/108-4/115, 4/161-4/169	Organize and process information and apply decision-making and problem-solving skills in school, real, or simulated workplace situations.	78-121, 124-141, 144-165, 266-283	76-79, 80-86, 87-94, 95-102, 103-107, 108-111, 112-117, 118-123, 124-141, 144-165, 270-272, 273-283	4/47-4/78, 4/79-4/84, 4/85-4/105, 4/161-4/169	Assess the consequences of the alternatives.	168-179, 194-227	127-138, 139-141, 142-163, 172-177, 212-215, 221-224, 225-227	4/108-4/115, 4/123-4/140
								Select and explain a proposed solution and course of action.			
Use prioritizing or decision-making process to select and plan high school course of study and extra-curricular activities.	168-179, 266-283	127-138, 139-141, 142-163, 270-272, 273-283	4/108-4/115, 4/161-4/169	Use decision-making skills to select a CAM focus of study.	266-283	270-272, 273-283	4/161-4/169	Develop a plan to implement the selected course of action.	182-191, 266-283	166-171, 178-211, 270-272, 273-283	4/118-4/121, 4/161-4/169
								Assess results, and take corrective action.			

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Communication -- Select and use appropriate communication strategies in family, school, community, and workplace settings.								Demonstrate effective communication skills to give and receive information in school, community, and workplace.			
Use a variety of traditional and technological tools to transmit and receive information.	78-121, 124-141, 144-165, online activities	174-177	4/47-4/78, 4/79-4/84, 4/90-4/91, 4/150, 6/41-6/48, 7/1-7/5, 7/11-7/14	Use technology to process, create, and communicate information in multi-media presentations.		279-283	4/16, 7/1-7/5	Locate, process and convey information using traditional and technological tools.	78-121, 124-141, 144-165	76-79, 80-86, 87-94, 95-102, 103-107, 108-111, 112-117, 118-123, 124-141, 144-165, 174-177	4/47-4/78, 4/79-4/84, 4/85-4/105
Attentively listen to, record, and paraphrase the ideas of others.	Practiced in class discussions throughout text	Practiced in class discussions throughout text, 261	4/25, 4/128	Use interpersonal communications skills to receive verbal and non-verbal messages, recognizing personal and cultural differences.	242-247	94, 117, 239, 272, 274-275	4/1-4/106, 4/84, 4/112	Listen attentively, and summarize key elements of verbal and non-verbal communication.	Practiced in class discussions throughout text	Practiced in class discussions throughout text, 261	4/25, 4/128
Locate and organize information from relevant sources (e.g., manuals, books, experts, Internet).	124-141, 148-159, 211-213, online activities	38, 79, 106-107, 165, 174-177, 253-261, 272	4/85-4/106, 7/6-7/14	Read technical materials for information and application.	Practiced throughout text and through online activities	177	4/86-4/87, 4/90-4/91	Give and receive feedback in a positive manner.	Practiced in class discussions throughout text	Practiced in class discussions throughout text	Activities and discussions throughout, 6/23-6/35

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Communication -- Select and use appropriate communication strategies in family, school, community, and workplace settings.								Demonstrate effective communication skills to give and receive information in school, community, and workplace.			
Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	148-155, 157, 159, 250-253, online activities	Journal entries throughout, 17-18, 29-32, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136-137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 279-283	4/32, 4/34-4/35, 4/39-4/41, 4/42, 4/45, 4/57, 4/63, 4/68, 4/83, 4/84, 4/95, 4/102-4/104, 4/112, 4/114, 4/143, 4/155, 4/159	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, letters, business communications, research papers, technical reports) appropriate to audience and purpose.	148-155, 157, 159, 250-253, online activities	Journal entries throughout, 17-18, 29-32, 41-42, 44-45, 54-56, 67, 70-71, 73, 79, 85, 88-89, 93, 94, 102, 106-107, 110, 123, 125, 136-137, 160-162, 170-171, 174-177, 207, 208-211, 215, 220, 224, 226, 279-283	4/32, 4/34-4/35, 4/39-4/41, 4/42, 4/45, 4/57, 4/63, 4/68, 4/83, 4/84, 4/95, 4/102-4/104, 4/112, 4/114, 4/143, 4/155, 4/159	Read technical/instructional manuals for information, and apply to specific tasks.	Practiced throughout text and through online activities		4/86-4/87, 4/90-4/91
								Write instructions, technical reports, and business communications clearly and accurately.			
Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures when giving instructions, asking questions, and/or providing information.		21-23, 29-32, 85, 88-89, 136, 215, 251, 239, 247, 251, 269	4/32, 4/42-4/43, 4/66, 4/68-4/69, 4/70, 4/84, 4/103-4/104	Use various communication strategies within life role contexts for such purposes as informing, describing, questioning, and persuading.	52-53, 120	38, 91, 165, 251, 261	4/21, 4/25, 4/30, 4/33, 4/44-4/45, 4/70, 4/76, 4/128, 4/146-4/147, 4/150, 4/162	Speak clearly, accurately, and in a manner appropriate for the intended audience when giving oral instructions, technical reports, and business communications.	Practiced in class discussions throughout text	21-23, 29-32, 85, 88-89, 94, 117, 208, 239, 247, 272, 274-275	4/32, 4/42, 4/62, 4/68, 4/84, 4/89-4/90, 4/112, 4/126, 4/137, 4/138, 4/142, 4/145, 4/149, 4/157, 4/159, 4/162, 6/67-6/68, 10/5-10/6

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Teamwork -- Develop and use interpersonal skills that contribute to cooperation and teamwork in working toward common goals in family, school, community, and workplace settings								Demonstrate effective teamwork in school, community, and workplace.			
Identify roles and behaviors that contribute to team effectiveness in families, school, and the community.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	279-283	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Demonstrate interpersonal skills required for working cooperatively in teams.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	279-283	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	249-251	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143
Examine one's own role and performance in family, schools, and community team efforts (e.g., leader, follower, team member, facilitator).	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	249-251	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Use individual strengths and interests to accomplish team goals in multiple life role settings.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	279-283	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143				
Teamwork -- Understand the issues related to diversity in school, community, and workplace settings.											
Explain how diversity contributes to school, community, and workplace teams.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	260-261	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Demonstrate respect and flexibility in team situations.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241		4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).	38-43, 162-165, 229-247, 232-235, 236-237, 238-241	268-269	4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143
Use strategies to work effectively with team members (e.g., negotiation, compromise, consensus, conflict resolution).	38-43, 162-165, 229-247, 232-235, 236-237, 238-241		4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143	Analyze teamwork and propose measures to enhance team effectiveness and achieve common goals.	38-43, 162-165, 229-247, 232-235, 236-237, 238-241		4/24-4/25, 4/102-4/105, 4/115, 4/118-4/119, 4/143				

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Employment Foundations -- Integrate academic, technical, and organizations knowledge and skills to work successfully in family, school, community and workplace settings.								Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.			
Investigate and explain the academic knowledge and technical skills needed for a variety of occupational groups.	116-119, 204-206, 207, 211-213, 226, 227, 229	253	4/132-4/133, 4/139, 4/164-4/166	Compare and contrast the academic knowledge and technical skills needed for achieving desired personal and career choices.	116-119, 204-206, 207, 211-213, 226, 227, 229	261	4/132-4/133, 4/139, 4/164-4/166	Apply academic knowledge and technical skills in a career context.	Practiced throughout text and through online activities	Practiced throughout text	4/132-4/133, 4/139, 4/164-4/166
Explain how organizational rules, laws, and guidelines are developed and implemented to ensure quality, order, security, and safety.				Analyze laws and organizational rules to understand policies and practices.				Explain and follow regulatory requirements, security procedures, and ethical practices.			
Relate the use of technology to the achievement of personal, educational, and career/life goals.	242-245, 246		4/150	Research and report on the impact of technology on personal, educational, and career/life goals.	242-245, 246	174-177	4/148, 4/150	Select, apply, and maintain tools and technologies appropriate for the workplace.			
Demonstrate healthy ways to deal with stress and conflict.	216-217, 218-221, 260	87-89	4/13, 4/45, 4/118, 4/135	Demonstrate knowledge and skills basic to maintaining physical and mental health.	62-71, 208-209		4/42-4/45, 4/131	Explain and follow workplace health and safety practices in the work environment.			

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Employment Foundations -- Integrate academic, technical, and organizations knowledge and skills to work successfully in family, school, community and workplace settings.								Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.			
Propose and test solutions to safety hazards withing the home, school, community, and careers.			4/26	Identify and explain an individual's rights and responsibilities related to health and safety in home, school, and workplace.		90-94, 142-163	4/124, 4/130-4/131	Identify parts of organizations and systems and how they fit together.		93-94	4/26, 4/102
Compare and contrast simple systems and organizations, showing their common elements and relationships (e.g., families, schools, communities, and workplaces).		33-36		Explain the interdependence of the work of a department or section to other departments or sections within an organization.	232-235, 238-241	33-36, 249-251, 252-253	4/143-4/144	Describe how work moves through a system.	121, 236-237		4/145
Participate in a collaborative class project, and describe personal contributions in relationship to the contributions of others.	162-165	247, 279-283	4/102-4/104	Demonstrate the ability to work effectively within the school, community, or workplace settings.	160-161	38	4/26	Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.	46-48, 132-134, 135-137, 147, 150-155, 162-165, 211-213, 226, 242-246, 266		4/13-4/14, 4/27-4/28, 4/61, 4/90-4/91, 4/139, 4/148, 4/150, 4/153
Describe how work and the workplace are changing (e.g., telecommuting, home-based businesses, entrepreneurial ventures).	135-137, 148-149, 150-155, 211-213, 226, 242-246, 266	124-125	4/14, 4/61, 4/90-4/91, 4/139, 4/148, 4/150, 4/153	Identify reasons and strategies for making changes in the workplace.	242-246	117, 239, 240-247	4/148-4/150	Demonstrate dress, appearance, and personal hygiene appropriate for the work environment and situation.			4/57, 4/157

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Employment Foundations -- Integrate academic, technical, and organizations knowledge and skills to work successfully in family, school, community and workplace settings.								Demonstrate academic, technical, and organizational knowledge and skills required for successful employment.			
Demonstrate knowledge and skills basic to succeeding in multiple life roles (e.g., productive use of time and resources, timely completion of tasks).	230-247	228-239, 246-248, 249-251	4/141-4/150	Demonstrate how habits and skills (e.g., punctuality, dependability, cooperation, collaboration, dress, and appearance) developed in school are transferable to a variety of settings.	232-235, 238-241	118-122, 254-261	4/145-4/146, 4/178, 10/4-10/5				

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Career Development -- Develop skills to assess personal characteristics, interests, abilities, and strengths.								Demonstrate career development skills in planning for post high school experiences.			
Describe the knowledge and skills needed for multiple life roles in relation to personal characteristics, interests, and abilities.	24-53, 57-71, 124-141, 144-165		4/78, 4/86-4/105, 4/139, 4/162-4/169	Select and explain the choice of an endorsement area that reflects personal characteristics, interests, and abilities.	24-53, 57-71, 124-141, 144-165	54-55	4/78, 4/86-4/105, 4/139, 4/162-4/169	Assess personal characteristics related to educational and career goals.	24-27, 28-29, 31-37, 39-43, 44-48, 105-1123, 124-141, 144-147, 148-165	54-55	4/15-4/31, 4/38-4/45, 4/80-4/84, 4/86-4/105, 10/5
Describe the interrelationship among family, career, and leisure decisions.	30-37, 49-53, 56-71, 74-121, 124-141	47-60, 61-68, 69-71, 74-75, 76-79, 80-86, 87-94, 95-102, 103-107, 108-111	4/20-4/21, 4/30-4/35, 4/37-4/45, 4/47-4/78, 4/80-4/84	Describe how personal characteristics, interests, and abilities relate to career and life role choices.	24-53, 57-71, 124-141, 144-165	62, 64-67	4/78, 4/86-4/105, 4/139, 4/162-4/169	Research and analyze career and educational information.	144-165, 203-207, 222-223, 266, 283		4/78, 4/86, 4/105, 4/139, 4/162-4/169
Recognize the impact of family, career, and leisure decisions on various life roles.	30-37, 49-53, 56-71, 74-121, 124-141	47-60, 61-68, 69-71, 74-75, 76-79, 80-86, 87-94, 95-102, 103-107, 108-111	4/20-4/21, 4/30-4/35, 4/37-4/45, 4/47-4/78, 4/80-4/84	Recognize and describe the challenges and conflicts that may arise in the process of simultaneously filling multiple life roles.	30-37, 49-53, 56-71, 74-121, 124-141	47-60, 61-68, 69-71, 74-75, 76-79, 80-86, 87-94, 95-102, 103-107, 108-111	4/20-4/21, 4/30-4/35, 4/37-4/45, 4/47-4/78, 4/80-4/84	Develop and discuss a current plan designed to achieve personal, educational, and career goals.	116-119, 227, 266, 267-269, 271-279, 283	277-283	4/139, 4/162, 4/169
Use family and community resources to explore personal and career goals.	254-255, 262-263	260-261, 262-263, 273-275	4/94-4/100, 4/455, 4/157, 4/159	Evaluate the relationship between potential career goals and other life role responsibilities.	30-37, 49-53, 56-71, 74-121, 124-141	47-60, 61-68, 69-71, 74-75, 76-79, 80-86, 87-94, 95-102, 103-107, 108-111	4/20-4/21, 4/30-4/35, 4/37-4/45, 4/47-4/78, 4/80-4/84	Monitor and evaluate educational and career goals.	24-53, 57-71, 124-141, 144-165	277-283	4/38-4/45, 4/80-4/84, 4/86, 4/105

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Career Development -- Develop skills to assess personal characteristics, interests, abilities, and strengths.								Demonstrate career development skills in planning for post high school experiences.			
Demonstrate skills in locating, evaluating, and interpreting career information.	93, 116-119, 131, 148-155, 203-207, 211-213, 222-223, 227, 266-283	120, 156-161, 254-255, 262-263	4/64, 4/76, 4/89-4/90, 4/94-4/101, 4/115, 4/129, 4/139, 4/157, 4/162-4/169, 6/36-6/40	Use a variety of resources to research, analyze, and explore career options.	93, 116-119, 131, 148-155, 203-207, 211-213, 222-223, 227, 266-283	120, 156-161, 254-255, 262-263	4/64, 4/76, 4/89-4/90, 4/94-4/101, 4/115, 4/129, 4/139, 4/157, 4/162-4/169, 6/36-6/40	Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	250-253, 256-257, 258-259	262-263	4/152-4/153, 4/156-4/157, 10/5-10/6
Recognize that interests, occupations, careers, and work may be organized and described in many different ways.	126-134, 135-137, 140-141, 145-165	108-111, 112-117, 118-123, 124-126	4/78, 4/79, 4/84, 4/86-4/105	Utilize various classification systems for occupations, industries, career interests, and education and training programs in relation to a CAM focus of study.	126-134, 135-137, 140-141, 145-165	108-111, 112-117, 118-123, 124-126	4/78, 4/79, 4/84, 4/86-4/105				
Describe the education and skills needed for a variety of occupations, including self-employment and entrepreneurial ventures.	38-43, 138-139, 162-165, 238-241		4/22-4/23, 4/83, 4/103-4/104, 4/146-4/147	Describe the relationship between educational achievement and career planning.	Theme of entire text	Theme of entire text	Theme of entire text				
Determine individual career exploration goals and develop plans to reach them.	116-119, 227, 266, 267-269, 271-279, 283, online activities		4/139, 4/162, 4/169	Identify local and regional educational, employment, and career options.	93, 116-119, 131, 148-155, 203-207, 211-213, 222-223, 227, 266-283, online activities	120, 156-161, 254-255, 262-263	4/64, 4/76, 4/89-4/90, 4/94-4/101, 4/115, 4/129, 4/139, 4/157, 4/162-4/169, 6/36-6/40				

Oregon Career and Life Roles Benchmarks and Career-Related Learning Standards

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

Benchmark 3 (Grade 8)				Benchmark 4 (Grade 10)				CAM and Diploma Career-Related Learning Standards			
Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Criteria	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
Career Development -- Develop skills to assess personal characteristics, interests, abilities, and strengths.								Demonstrate career development skills in planning for post high school experiences.			
Recognize the possibility and importance of future unanticipated personal, educational, and career opportunities.	46-48, 132-134, 135-137, 147, 148-149, 150-155, 162-165, 211-213, 226, 242-246, 266, online activities	240-247	4/13-4/14, 4/27-4/28, 4/61, 4/90-4/91, 4/139, 4/148, 4/150, 4/153	Identify factors that have influenced the changing career and life role patterns of women.	201-202, 207, 208-209, 210-213	221-224	4/127, 4/129, 4/130-4/131, 4/132-4/133				
Forecast a personalized four-year high school plan based on individuals goals, interests, and tentative next steps after high school.	116-119, 227, 266-283, online activities	279-283	4/139, 4/162-4/169	Establish tentative personal, educational, and career goals that recognize multiple life role responsibilities.	116-119, 227, 266-283, online activities	279-283	4/139, 4/162-4/169				
Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	250-253, 256-257, 258-259		4/152-4/153, 4/156, 4/157, 10/5-10/6	Describe how continuous changes in the world of work necessitate lifelong learning, frequent retraining, and updating for both employers and employees.	46-48, 132-134, 135-137, 147, 148-149, 150-155, 162-165, 211-213, 226, 242-246, 266, online activities		4/13-4/14, 4/27-4/28, 4/61, 4/90-4/91, 4/139, 4/148, 4/150, 4/153				
				Re-evaluate the personalized high school plan and revise as needed to meet evolving educational and career goals.			4/13-4/14				

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Benchmark 3 (Grade 8)				Benchmark 4 (Grade 10)				CAM and Diploma Career-Related Learning Standards			
Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Indicator	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>	Criteria	<i>Career Choices</i>	<i>Possibilities</i>	<i>Instructor's Guide</i>
Career Development -- Develop skills to assess personal characteristics, interests, abilities, and strengths.								Demonstrate career development skills in planning for post high school experiences.			
				Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).	250-253, 256-257, 258-259		4/152-4/153, 4/156, 4/157, 10/5-10/6				