



CareerWise™ **“Grow Up. Get a Job.”** **Correlations for:**

1. National Career Development Guidelines Framework
2. American School Counselor Association
3. National Council of Teachers of English-Standards for the English Language Arts

By Advantage Correlating, LLC

1. National Career Development Guidelines Framework

The NCDG framework describes a continuum of personal, education and career skills young people and adults should master to get the most from education, life and work.

Personal Social Development

- Develop understanding of yourself to build and maintain a positive self-concept.
- Develop positive interpersonal skills including respect for diversity.
- Integrate personal growth and change into your career development.
- Balance personal, leisure, community, learner, family, and work roles.

Educational Achievement and Lifelong Learning

- Attain educational achievement and performance levels needed to reach your personal and career goals.
- Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management

- Create and manage a career plan that meets your career goals.
- Use a process of decision-making as one component of career development.
- Use accurate, current, and unbiased career information during career planning and management.
- Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- Integrate changing employment trends, societal needs, and economic conditions into your career plans.

2. American School Counselor Association National Standards for Career Development

Standard A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

A1: Develop Career Awareness

1. Develop skills to locate, evaluate and interpret career information.
2. Learn about the variety of traditional and nontraditional occupations
3. Develop an awareness of personal abilities, skills, interests and motivations.
4. Learn how to interact and work cooperatively in teams.
5. Learn to make decisions.
6. Learn how to set goals.
7. Understand the importance of planning.
8. Pursue and develop competency in areas of interest.(Inferred)
9. Develop hobbies and vocational interests.
10. Balance between work and leisure (Inferred)

A2: Develop Employment Readiness

1. Acquire employability skills such as working on a team, problem-solving and organizational skills.
2. Apply job readiness skills to seek employment opportunities.
3. Demonstrate knowledge about the changing workplace.
4. Learn more about the rights and responsibilities of employers and employees.
5. Learn to respect individual uniqueness in the workplace.
6. Learn how to write a resume.
7. Develop a positive attitude toward work and learning.
8. Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
9. Utilize time- and task-management skills.

Standard B:

Students will employ strategies to achieve future career goals with success and satisfaction.

B1: Acquire Career Information

1. Apply decision-making skills to career planning, course selection, and career transition.
2. Identify personal skills, interests and abilities and relate them to current career choice.
3. Demonstrate knowledge of the career-planning process.
4. Know the various ways in which occupations can be classified.
5. Use research and information resources to obtain career information.
6. Learn to use the Internet to access career-planning information.
7. Describe traditional and nontraditional career choices and how they relate to career choice.
8. Understand how changing economic and societal needs influence employment trends and future training.

B2: Identify Career Goals

1. Demonstrate awareness of the education and training needed to achieve career goals.
2. Assess and modify their educational plan to support career.
3. Use employability and job readiness skills in internship. (Defined)
4. Select course work that is related to career interests. (Extension Activity)
5. Maintain a career-planning portfolio.

Standard C:

Students will understand the relationship between personal qualities, education, training and the world of work.

C1: Acquire Knowledge to Achieve Career Goals

1. Understand the relationship between educational achievement and career success.
2. Explain how work can help to achieve personal success and satisfaction.
3. Identify personal preferences and interests influencing career choice and success.
4. Understand that the changing workplace requires lifelong learning and acquiring new skills. (Defined)
5. Describe the effect of work on lifestyle.
6. Understand the importance of equity and access in career choice.
7. Understand that work is an important and satisfying means of personal expression.

C2: Apply Skills to Achieve Career Goals

1. Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals.
2. Learn how to use conflict management skills with peers and adults.
3. Learn to work cooperatively with others as a team member.
4. Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences.

3. National Council of Teachers of English Standards for the English Language Arts

NL-ENG.K-12.3 EVALUATION STRATEGIES

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

NL-ENG.K-12.4 COMMUNICATION SKILLS

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5 COMMUNICATION STRATEGIES

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

NL-ENG.K-12.7 EVALUATING DATA

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NL-ENG.K-12.8 DEVELOPING RESEARCH SKILLS

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NL-ENG.K-12.9 MULTICULTURAL UNDERSTANDING

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

NL-ENG.K-12.10 APPLYING NON-ENGLISH PERSPECTIVES

Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

NL-ENG.K-12.11 PARTICIPATING IN SOCIETY

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

NL-ENG.K-12.12 APPLYING LANGUAGE SKILLS

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).