



## Career Exploration Workbook Correlations Guide

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Prepared by Advantage Correlating, LLC

### **New York State Learning Standards for Career Development and Occupational Studies at Three Levels**

A reference guide to the  
*Grow Up. Get a Job.™*  
*Career Exploration Workbook*



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"While I was an educator, I learned that while most people spend their lives building careers, teachers spend their careers building lives." –  
*Rep. Kay Granger (R-Texas), former teacher*



## Introduction

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The CareerWise *Grow Up. Get a Job.*™ *Career Exploration Workbook* incorporates activities that support a variety of learning styles and abilities, subject matter and life skills goals.

The activities, exercises and employment preparation content provide a very fresh perspective on what kids should know about themselves and the working world before they attempt to enter it with comfort and self-confidence.

Teachers will readily see how many directions the content can be taken in as kids become engaged and excited about exploring the working world and their place in it.

The workbook is entitled “Career Exploration” but these lesson plans will show that the content provides much more. Students will uncover their likes and dislikes, strengths and weaknesses, abilities and challenges, hopes and dreams.

They will develop important research and vocabulary skills and develop confidence in creative expression, presenting and speaking in front of others. They will explore conflict resolution, self-evaluation, team building, workplace ethics and other topics that are integral to their becoming successful, independent and productive members of tomorrow’s workforce.



## Standard 1: Career Development—Intermediate Level

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Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.
  - **Research Assignment: Colleges & Universities** (page 10)
  - **Connect the Dots** (page 27)
  - **What is a Resume?** (page 30-32)
  
- demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.
  - **Express Yourself!** (pages 12-13)
  - **Scientifically Minded** (page 16)
  - **Professionals You Can Count on** (page 22)
  
- understand the relationship of personal interests, skills, and abilities to successful employment.
  - **A Healthy Outlook** (page 24)
  - **Words at Work** (page 25)
  - **An Eye For Talent** (page 36)
  
- demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
  - **"Interactivate"** (page 21)
  - **A Healthy Outlook** (page 24)
  - **News You Can Use** (page 38)
  
- understand the relationship of personal choices to future career decisions.
  - **Office Space** (page 14)
  - **Teamwork** (page 15)
  - **I Never Met a Job I Didn't Appreciate** (page 37)



## Standard 2: Integrated Learning—Intermediate Level

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Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities.
  - **Words & Pictures** (page 20)
  - **Words at Work** (page 25)
  - **Learn Something From Everything You Do!** (page 29)
  
- solve problems that call for applying academic knowledge and skills.
  - **Word are Powerful Tools** (page 3)
  - **Selling Your Work** (page 18)
  - **Words at Work** (page 25)
  
- use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).
  - **Entrepreneurs Needed** (page 17)
  - **Selling Your Work** (page 18)
  - **Selling Yourself** (page 19)



### Standard 3a: Universal Foundation Skills—Intermediate Level

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Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students:

- listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.
  - **Teamwork** (page 15)
  - **Selling Your Work** (page 18)
  - **Sophie & Her Fairy Godmentor** (pages 63-76)

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.
  - **Learn From the People All Around You!** (pages 8-9)
  - **A Healthy Outlook** (page 24)
  - **Can You Say "Networking?"** (page 26)

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students:

- demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.
  - **Value-able Debate** (page 23)
  - **Now Hiring!** (page 34)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.
  - **Entrepreneurs Needed** (page 17)
  - **Value-able Debate** (page 23)
  - **Now Hiring!** (page 34)

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- select and use appropriate technology to complete a task.
  - **Re:Search** (pages 4-7)
  - **Research Assignment: Colleges & Universities** (page 10)
  - **Research Assignment: Vocational Schools** (page 11)

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).
  - **Re:Search** (pages 4-7)
  - **Value-able Debate** (page 23)
  - **Mothers of Invention** (page 33)

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

Students:

- understand the material, human, and financial resources needed to accomplish tasks and activities.
  - **Express Yourself!** (pages 12-13)
  - **Selling Yourself** (page 19)
  - **What Is a Resume?** (pages 30-32)

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- understand the process of evaluating and modifying systems within an organization.
  - **Express Yourself!** (pages 12-13)
  - **News You Can Use** (page 38)



## Standard 1: Career Development—Commencement Level

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Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- complete the development of a career plan that would permit eventual entry into a career option of their choosing.
  - **Research Assignment: Colleges & Universities** (page 10)
  - **Connect the Dots** (page 27)
  - **What is a Resume?** (pages 30-32)
  
- apply decision-making skills in the selection of a career option of strong personal interest.
  - **Express Yourself!** (pages 12-13)
  - **Scientifically Minded** (page 16)
  - **Professionals You Can Count on** (page 22)
  
- analyze skills and abilities required in a career option and relate them to their own skills and abilities.
  - **A Healthy Outlook** (page 24)
  - **Words at Work** (page 25)
  - **News You Can Use** (page 38)



## Standard 2: Integrated Learning—Commencement Level

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Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
  - **Words & Pictures** (page 20)
  - **Words at Work** (page 25)
  - **Learn Something From Everything You Do!** (page 29)
  
- use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).
  - **Entrepreneurs Needed** (page 17)
  - **Selling Your Work** (page 18)
  - **Selling Yourself** (page 19)
  
- research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.
  - **Re:Search** (pages 4-7)
  - **Interactivate** (page 21)
  - **Learn Something From Everything You Do!** (page 29)



### Standard 3a: Universal Foundation Skills—Commencement Level

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Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students:

- use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.
  - **Teamwork** (page 15)
  - **Selling Your Work** (page 18)
  - **Sophie & Her Fairy Godmentor** (pages 63-76)

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- demonstrate the ability to organize and process information and apply skills in new ways.
  - **Re:Search** (pages 4-7)
  - **Learn From the People All Around You!** (pages 8-9)
  - **What is a Resume?"** (pages 30-32)

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students:

- demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.
  - **Value-able Debate** (page 23)
  - **Now Hiring!** (page 34)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- communicate effectively and help others to learn a new skill.
  - **Express Yourself!** (pages 12-13)
  - **Entrepreneurs Needed** (page 17)
  - **Selling yourself** (page 19)

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- apply their knowledge of technology to identify and solve problems.
  - **Re:Search** (pages 4-7)
  - **Research Assignment: Colleges & Universities** (page 10)
  - **Research Assignment: Vocational Schools** (page 11)

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.
  - **Re:Search** (pages 4-7)
  - **A Healthy Outlook** (page 24)
  - **Mothers of Invention** (page 33)

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

Students:

- allocate resources to complete a task.
  - **Entrepreneurs Needed** (page 17)
  - **Selling Yourself** (page 19)
  - **What Is a Resume?** (pages 30-32)

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.
  - **Express Yourself!** (pages 12-13)
  - **News You Can Use** (page 38)