

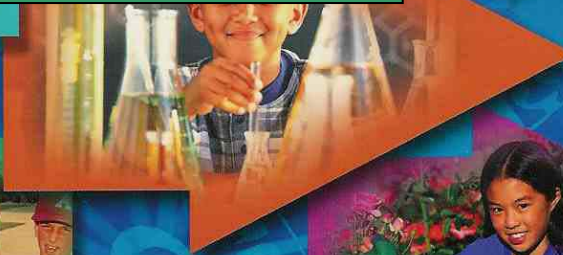
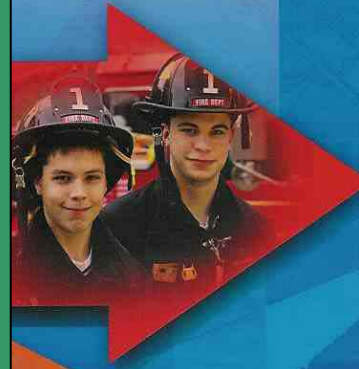
# KENTUCKY

Teacher Annotated Edition

GLENCOE

# Exploring Careers

Correlation with Kentucky  
Business & Marketing Career  
Exploration Course, SCANS, The  
National Career Development  
Guidelines,  
and  
Responses to Pathways to Careers  
Evaluation Instrument



Adoption Group V  
Commonwealth of  
Kentucky  
2004-2010

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## Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>1.12</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>reinforce basic skills in human relations and in both written and oral communication including customer relations.</li> </ul>	<p><b>SE:</b> 6, 174-182, 183-192, 285</p> <p><b>TAE:</b> CA 284 WS TM146</p>
<b>1.16, 2.36</b>	<ul style="list-style-type: none"> <li>develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers.</li> </ul>	<p><b>SE:</b> 45-48, 285-287</p> <p><b>TAE:</b> CA 46 EL 45, 286 PP TM53, TM61, TM67, TM75, TM83, TM93, TM109, TM117, TM125, TM133, TM149, TM165, TM172 RA TM66 SS TM65</p>
<b>2.31</b>	<ul style="list-style-type: none"> <li>complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations.</li> </ul>	<p><b>SE:</b> 46-47, 50-51</p> <p><b>TAE:</b> PP TM67 SW TM72</p>
<b>2.3, 2.16, 2.19</b>	<ul style="list-style-type: none"> <li>complete a career interest survey identifying general likes and dislikes, personal skills, and job values.</li> </ul>	<p><b>SE:</b> 42-43, 46-47, 50-51</p> <p><b>TAE:</b> CA 46 PP TM67</p>

## Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.37, 2.38	<ul style="list-style-type: none"> <li>complete a job application, compose a resume and a letter of application, and prepare for an interview.</li> </ul>	<b>SE:</b> 126-134, 135-144, 146-147  <b>TAE:</b> CT 130 MS 136
2.14, 2.17, 5.4	<ul style="list-style-type: none"> <li>define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics.</li> </ul>	<b>SE:</b> 26-29, 32-36, 163-165  <b>TAE:</b> DS TM106 PV TM57
2.29, 2.36	<ul style="list-style-type: none"> <li>develop and/or update Individual Graduation Career Plans.</li> </ul>	<b>SE:</b> 70-76, 92-98, 257-260, 351, 351, 353-355 <i>Personal Career Portfolio</i> 79, 101  <b>TAE:</b> SW TM72, TM80
2.17, 2.33	<ul style="list-style-type: none"> <li>develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals.</li> </ul>	<b>SE:</b> 11, 62-69, 70-76, 78-79, 177-181, 191, 253, 285  <b>TAE:</b> CT 178, TM72, TM73, TM74, TM75 DS TM71
1.16, 6.2	<ul style="list-style-type: none"> <li>develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle.</li> </ul>	<b>SE:</b> 215  <b>TAE:</b> TA 215

## Business and Marketing Career Exploration

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>1.12, 4.0, 6.2</b>	<ul style="list-style-type: none"> <li>utilize activities of FBLA and/or DECA as an integral component of course content and leadership development.</li> </ul>	
<b>2.37, 2.38</b>	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to the career cluster.</li> </ul>	<b>SE:</b> 9-13, 160-165, 253  <b>TAE:</b> CT 12 DS 162 EL 10
<b>1.9, 1.10, 1.12</b>	<ul style="list-style-type: none"> <li>apply math and communication skills within the technical content.</li> </ul>	<b>SE:</b> 160, 198-210, 211-212, 213  <b>TAE:</b> DS 203, 212 EL 205 MS212

## SCANS

### A Three-Part Foundation

Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> <li>• A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</li> </ul>	<p><b>SE:</b> 203-204  <i>Skill Building:</i> 38, 58, 220  <i>Academic Applications:</i> 123, 195, 335</p> <p><b>TAE:</b> RS T130</p>
<ul style="list-style-type: none"> <li>• B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts</li> </ul>	<p><b>SE:</b> 205-207  <i>Skill Building:</i> 58, 146, 170, 220, 244, 290, 314  <i>Academic Applications:</i> 21, 123, 221, 269, 335, 359</p> <p><b>TAE:</b> WS TM79, TM 162, TM169</p>
<ul style="list-style-type: none"> <li>• C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques</li> </ul>	<p><b>SE:</b> 211-212, 213  <i>Skill Building:</i> 20, 39  <i>Academic Applications:</i> 79, 101, 123, 146, 171, 269, 291, 315</p> <p><b>TAE:</b> MA TM98, TM105, TM 137</p>
<ul style="list-style-type: none"> <li>• D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues</li> </ul>	<p><b>SE:</b> 11, 200-203  <i>Skill Building:</i> 100</p> <p><b>TAE:</b> LS TM66, TM80, TM138</p>
<ul style="list-style-type: none"> <li>• E. <u>Speaking</u>—organizes ideas and communicates orally</li> </ul>	<p><b>SE:</b> 199-200  <i>Skill Building:</i> 123, 170  <i>Academic Applications:</i> 269</p> <p><b>TAE:</b> SS TM121, TM 162</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Thinking Skills</b>	<b>PAGE REFERENCES</b>
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> <li>• A. <u>Creative Thinking</u>—generates new ideas</li> </ul>	<p><b>SE:</b> 369 <i>Skill Building:</i> 290</p>
<ul style="list-style-type: none"> <li>• B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative</li> </ul>	<p><b>SE:</b> 11, 62-69, 73-74 <i>Skill Building:</i> 78</p> <p><b>TAE:</b> CT 74</p>
<ul style="list-style-type: none"> <li>• C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action</li> </ul>	<p><b>SE:</b> 11, 178-181, 191, 369 <i>Skill Building:</i> 194</p> <p><b>TAE:</b> CT 178</p>
<ul style="list-style-type: none"> <li>• D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information</li> </ul>	<p><b>SE:</b> <i>Skill Building:</i> 358</p> <p><b>TAE:</b> CT 178</p>
<ul style="list-style-type: none"> <li>• E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills</li> </ul>	<p><b>SE:</b> 163, 250-251, 342-347, 350-356 <i>Skill Building:</i> 170</p> <p><b>TAE:</b> CT 163 TT 351</p>
<ul style="list-style-type: none"> <li>• F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem</li> </ul>	<p><b>SE:</b> <i>Skill Building:</i> 268</p> <p><b>TAE:</b> CT 178</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Personal Qualities</b>	<b>PAGE REFERENCES</b>
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> <li>• A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment</li> </ul>	<p><b>SE:</b> 162, 252-256, 369 <i>Skill Building:</i> 38</p> <p><b>TAE:</b> CT 253</p>
<ul style="list-style-type: none"> <li>• B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self</li> </ul>	<p><b>SE:</b> 176-177, 186, 331 <i>Attitude Counts:</i> 68 <i>Skill Building:</i> 21</p> <p><b>TAE:</b> CT 177</p>
<ul style="list-style-type: none"> <li>• C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings</li> </ul>	<p><b>SE:</b> 11, 161, 253 <i>Skill Building:</i> 170</p> <p><b>TAE:</b> MS 161</p>
<ul style="list-style-type: none"> <li>• D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control</li> </ul>	<p><b>SE:</b> <i>Skill Building:</i> 244</p>
<ul style="list-style-type: none"> <li>• E. <u>Integrity/Honesty</u>—chooses ethical courses of action</li> </ul>	<p><b>SE:</b> 157, 255 <i>Skill Building:</i> 146</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Resources</b>	<b>PAGE REFERENCES</b>
Identifies, organizes, plans, and allocates resources  <ul style="list-style-type: none"> <li>• <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules</li> </ul>	<b>SE:</b> 321-324  <b>TAE:</b> EL 323 TA 323
<ul style="list-style-type: none"> <li>• <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</li> </ul>	<b>SE:</b> 296-301, 308-311  <b>TAE:</b> CT 299 MS 300
<ul style="list-style-type: none"> <li>• <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently</li> </ul>	<b>SE:</b> <i>Skill Building:</i> 334
<ul style="list-style-type: none"> <li>• <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback</li> </ul>	<b>SE:</b> 166 <i>Skill Building:</i> 334  <b>TAE:</b> R 166

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Interpersonal</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• <i>A. Participates as Member of a Team</i>—contributes to group effort</li> </ul>	<p><b>SE:</b> 183-192, 253 <i>Skill Building:</i> 100, 194</p> <p><b>TAE:</b> DS 186 MS 185</p>
<ul style="list-style-type: none"> <li>• <i>B. Teaches Others New Skills</i></li> </ul>	<p><b>SE:</b> 253 <i>Skill Building:</i> 359</p>
<ul style="list-style-type: none"> <li>• <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations</li> </ul>	<p><b>SE:</b> <i>Skill Building:</i> 78</p>
<ul style="list-style-type: none"> <li>• <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies</li> </ul>	<p><b>SE:</b> 47 <i>Skill Building:</i> 268</p>
<ul style="list-style-type: none"> <li>• <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests</li> </ul>	<p><b>SE:</b> 47, 178-181</p> <p><b>TAE:</b> EL 181 R 180</p>
<ul style="list-style-type: none"> <li>• <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds</li> </ul>	<p><b>SE:</b> 34, 186, 327 <i>Skill Building:</i> 170</p> <p><b>TAE:</b> DS 327</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Information</b>	<b>PAGE REFERENCES</b>
Acquires and uses information <ul style="list-style-type: none"> <li>• <i>A. Acquires and Evaluates Information</i></li> </ul>	<b>SE: Skill Building: 58</b>
<ul style="list-style-type: none"> <li>• <i>B. Organizes and Maintains Information</i></li> </ul>	<b>SE: Skill Building: 244, 314</b>
<ul style="list-style-type: none"> <li>• <i>C. Interprets and Communicates Information</i></li> </ul>	<b>SE: Skill Building: 220</b>
<ul style="list-style-type: none"> <li>• <i>D. Uses Computers to Process Information</i></li> </ul>	<b>SE: Skill Building: 122</b>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Systems</b>	<b>PAGE REFERENCES</b>
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> <li>• <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them</li> </ul>	<p><b>SE:</b> <i>Skill Building: 290</i></p>
<ul style="list-style-type: none"> <li>• <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions</li> </ul>	<p><b>SE:</b> <i>Skill Building: 314</i></p>
<ul style="list-style-type: none"> <li>• <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance</li> </ul>	<p><b>SE:</b> <i>Skill Building: 290</i></p>

SCANS	
Five Workplace Competencies	
Technology	PAGE REFERENCES
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> <li>• <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies</li> </ul>	<p><b>SE:</b> 212 <i>Skill Building:</i> 220</p>
<ul style="list-style-type: none"> <li>• <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment</li> </ul>	<p><b>SE:</b> 212-217 <i>Skill Building:</i> 146</p> <p><b>TAE:</b> TA 214</p>
<ul style="list-style-type: none"> <li>• <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies</li> </ul>	<p><b>SE:</b> 217 <i>Skill Building:</i> 146</p> <p><b>TAE:</b> CA 217</p>

## The National Career Development Guidelines

### Self-Knowledge

COMPETENCY	PAGE REFERENCES
<p><b>Competency I: Knowledge of the influence of a positive self-concept.</b></p> <p>Describe personal likes and dislikes.</p>	<p><b>SE:</b> 2-4, 42-43, 46-47, 50-51</p> <p><b>TAE:</b> CA 46 PP TM67</p>
<p>Describe individual skills required to fulfill different life roles.</p>	<p><b>SE:</b> 9-13</p> <p><b>TAE:</b> TA 10</p>
<p>Describe how one's behavior influences the feelings and actions of others.</p>	<p><b>SE:</b> 174-182</p> <p><b>TAE:</b> DS 176 TA 178</p>
<p>Identify environmental influences on attitudes, behaviors, and aptitudes.</p>	<p><b>SE:</b> 7, 68</p> <p><b>TAE:</b> TA 7</p>

## The National Career Development Guidelines

### Self-Knowledge

COMPETENCY	PAGE REFERENCES
<p><b>Competency II: Skills to interact with others.</b></p> <p>Demonstrate respect for the feelings and beliefs of others.</p>	<p><b>SE:</b> 11, 161, 253 <i>Skill Building:</i> 170</p> <p><b>TAE:</b> MS 161</p>
<p>Demonstrate an appreciation for the similarities and differences among people.</p>	<p><b>SE:</b> 34, 186, 327 <i>Skill Building:</i> 170</p> <p><b>TAE:</b> DS 327</p>
<p>Demonstrate tolerance and flexibility in interpersonal and group situations.</p>	<p><b>SE:</b> 183-192, 253 <i>Skill Building:</i> 100, 194</p> <p><b>TAE:</b> DS 186 MS 185</p>
<p>Demonstrate skills in responding to criticism.</p>	<p><b>SE:</b> 167</p> <p><b>TAE:</b> TA 167</p>
<p>Demonstrate effective group membership skills.</p>	<p><b>SE:</b> 183-192, 253 <i>Skill Building:</i> 100, 194</p> <p><b>TAE:</b> DS 186 MS 185</p>

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### Self-Knowledge

COMPETENCY	PAGE REFERENCES
Demonstrate effective social skills.	<b>SE:</b> 11, 161, 253 <i>Skill Building:</i> 170  <b>TAE:</b> MS 161
Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.	<b>SE:</b> 34, 186, 327 <i>Skill Building:</i> 170  <b>TAE:</b> DS 327
<b>Competency III: Knowledge of the importance of growth and change.</b>  Identify feeling associated with significant experiences.	<b>SE:</b> 191, 338-349  <b>TAE:</b> R 345
Identify internal and external sources of stress.	<b>SE:</b> 229-232, 349  <b>TAE:</b> CT 229 R 230
Demonstrate ways of responding to others when under stress.	<b>SE:</b> 230-232 <b>TAE:</b> R 230
Describe changes that occur in the physical, psychological, social, and emotional development of an individual.	<b>SE:</b> 34-35, 73-75, 251, 338-349  <b>TAE:</b> TA 35

## The National Career Development Guidelines

### Self-Knowledge

COMPETENCY	PAGE REFERENCES
Describe physiological and psychological factors as they related to career development.	<b>SE:</b> 254, 255, 342-345 <b>TAE:</b> R 345
Describe the importance of career, family, leisure activities to mental, emotional, physical, and economic well-being.	<b>SE:</b> 321-324 <b>TAE:</b> EL 323 TA 323
<b>Competency IV: Knowledge of the benefits of educational achievement to career opportunities.</b>  Describe the importance of academic and occupational skills in the work place.	<b>SE:</b> 160-168, 253 <b>TAE:</b> DS 162
Identify how the skills taught in school subjects are used in various occupations.	<b>SE:</b> 161-162, 198, 203-207, 211-218 <b>TAE:</b> MS 212
Describe individual strengths and weaknesses in school subjects.	<b>SE:</b> 212
Describe a plan of action for increasing basic educational skills.	<b>SE:</b> 161-162, 198, 201, 212, 213
Describe the skills needed to adjust to changing occupational requirements.	<b>SE:</b> 30-36, 251, 342-345

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### Self-Knowledge

COMPETENCY	PAGE REFERENCES
Describe how continued learning enhances the ability to achieve goals.	<b>SE:</b> 250, 251, 342-347, 350-355 <b>TAE:</b> R 345
Describe how skills relate to the selection of high school courses of study.	<b>SE:</b> 161-162, 198, 203-207, 211-218 <b>TAE:</b> MS 212
Describe how aptitudes and abilities relate to broad occupational groups.	<b>SE:</b> 3-4, 9-13 <b>TAE:</b> R 12
<b>Competency V: Understanding the relationship between work and learning.</b>  Demonstrate effective learning habits and skills.	<b>SE:</b> 163, 250-251, 342-347, 350-356 <i>Skill Building:</i> 170  <b>TAE:</b> CT 163 TT 351
Demonstrate an understanding of the importance of personal skills and attitudes to job success.	<b>SE:</b> 2-8, 68, 90, 249-250 <i>Attitude Counts:</i> 32
Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.	<b>SE:</b> 2-8, 138-139, 201, 249-250, 352-353 <i>Attitude Counts:</i> 32, 51, 68, 139, 161, 274, 352  <b>TAE:</b> TA 249

**The National Career Development Guidelines**

**Educational and Occupational Exploration**

<b>COMPETENCY</b>	<b>PAGE REFERENCES</b>
<p><b>Competency VI: Skills to locate, understand and use career information.</b></p> <p>Identify various ways that occupations can be classified.</p>	<p><b>SE:</b> 17, 42-49</p> <p><b>TAE:</b> CT 47</p>
<p>Identify a number of occupational groups for exploration.</p>	<p><b>SE:</b> 45-48, 285-287</p> <p><b>TAE:</b> CA 46 EL 45, 286 PP TM53, TM61, TM67, TM75, TM83, TM93, TM109, TM117, TM125, TM133, TM149, TM165, TM172 RA TM66 SS TM65</p>
<p>Demonstrate skills in using school and community resources to learn about occupational groups.</p>	<p><b>SE:</b> 50, 51, 52, 54-55, 70, 89, 107, 351</p> <p><b>TAE:</b> R 6</p>
<p>Identify sources to obtain information about occupational groups including self-employment.</p>	<p><b>SE:</b> 50-56, 89, 106-107</p> <p><b>TAE:</b> R 53, 89</p>
<p>Identify skills that are transferable for one occupation to another.</p>	<p><b>SE:</b> 4, 9-13, 26, 70-76, 95-96</p> <p><b>TAE:</b> EL 10</p>
<p>Identify sources of employment in the community.</p>	<p><b>SE:</b> 105-112</p> <p><b>TAE:</b> EL 110</p>

<b>The National Career Development Guidelines</b>	
<b>Educational and Occupational Exploration</b>	
<b>COMPETENCY</b>	<b>PAGE REFERENCES</b>
<p><b>Competency VII: Knowledge of skills necessary to seek and obtain jobs.</b></p> <p>Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.</p>	<p><b>SE:</b> 34, 183-192, 253, 327 <i>Skill Building:</i> 100, 170, 194244</p> <p><b>TAE:</b> DS 186, 327 MS 185</p>
<p>Describe terms and concepts used in describing employment opportunities and conditions.</p>	<p><b>SE:</b> 88-89</p>
<p>Demonstrate skills to complete a job application.</p>	<p><b>SE:</b> 123, 132-134</p> <p><b>TAE:</b> CT 133</p>
<p>Demonstrate skills and attitudes essential for a job interview.</p>	<p><b>SE:</b> 135-144</p> <p><b>TAE:</b> MS 136</p>
<p><b>Competency VIII: Understanding of how work relates to the needs and functions of the economy and society.</b></p> <p>Describe the importance of work to society.</p>	<p><b>SE:</b> 24-29</p> <p><b>TAE:</b> CT 26</p>
<p>Describe the relationship between work and economic and societal needs.</p>	<p><b>SE:</b> 24-29, 272-280</p> <p><b>TAE:</b> CT 26, 27 EL 27</p>

<b>The National Career Development Guidelines</b>	
<b>Educational and Occupational Exploration</b>	
<b>COMPETENCY</b>	<b>PAGE REFERENCES</b>
Describe the economic contributions workers make to society.	<b>SE:</b> 272-280 <b>TAE:</b> MT 273
Describe the effects that societal, economic, and technological change have on occupations.	<b>SE:</b> 30-36 <b>TAE:</b> MS 31 TA 35
<b>Competency IX: Skills to make decisions.</b>  Describe personal beliefs and attitudes.	<b>SE:</b> 5-8, 68 <i>Attitude Counts:</i> 68  <b>TAE:</b> EL 6
Describe how career development is a continuous process with series of choices.	<b>SE:</b> 70-76, 92-98, 354-355  <b>TAE:</b> R 74 TA 354
Identify possible outcomes of decisions.	<b>SE:</b> 11, 62-69, 73-74 <i>Skill Building:</i> 78  <b>TAE:</b> CT 74
Describe school courses related to personal, educational, and occupational interests.	<b>SE:</b> 84-87, 258  <b>TAE:</b> CT 84
Describe how the expectations of others affect career planning.	<b>SE:</b> 257-266

<b>The National Career Development Guidelines</b>	
<b>Educational and Occupational Exploration</b>	
<b>COMPETENCY</b>	<b>PAGE REFERENCES</b>
Identify ways in which decisions about education and work relate to other major life decisions.	<b>SE:</b> 62-69, 90 <b>TAE:</b> R 66
Identify advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.	<b>SE:</b> 85-87 <b>TAE:</b> TA 87
Identify the requirements for secondary and post-secondary programs.	<b>SE:</b> 85-87
<b>Competency X: Knowledge of the interrelationship of life roles.</b>  Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent.	<b>SE:</b> 50-56, 318-325 <b>TAE:</b> EL 323
Identify how work roles at home satisfy needs of the family.	<b>SE:</b> 6-8, 174, 320, 348 <b>TAE:</b> TA 6
Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.	<b>SE:</b> 64-65, 72, 96-97, 320 <b>TAE:</b> CT 320

<b>The National Career Development Guidelines</b>	
<b>Educational and Occupational Exploration</b>	
<b>COMPETENCY</b>	<b>PAGE REFERENCES</b>
Identify personal leisure choices in relation to lifestyle and the attainment of future goals.	<b>SE:</b> 27, 28, 71
Describe advantages and disadvantages of various life role options.	<b>SE:</b> 318-325 <b>TAE:</b> EL 323
Describe the interrelationships between family, occupational, and leisure decisions.	<b>SE:</b> 318-325 <b>TAE:</b> CA 324
<b>Competency XI: Knowledge of different occupations and changing male/female roles.</b>  Describe advantages and problems of entering nontraditional occupations.	<b>SE:</b> 281-288  <b>TAE:</b> DS 284 TA 286
Describe the advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.	<b>SE:</b> 34, 158
Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.	<b>SE:</b> 34, 158

## The National Career Development Guidelines

### Career Planning

COMPETENCY	PAGE REFERENCES
<p><b>Competency XII: Understanding the process of career planning.</b></p> <p>Demonstrate knowledge of exploratory processes and programs.</p>	<p><b>SE:</b> 82-91, 257-266</p> <p><b>TAE:</b> DS 260 TA 87</p>
<p>Identify school courses that meet tentative career goals.</p>	<p><b>SE:</b> 84-87, 258</p> <p><b>TAE:</b> CT 84</p>
<p>Demonstrate knowledge of academic and vocational programs offered at the high school level.</p>	<p><b>SE:</b> 84-87, 258</p> <p><b>TAE:</b> CT 84</p>
<p>Describe skills needed in a variety of occupations, including self-employment.</p>	<p><b>SE:</b> 160-168, 281-288</p> <p><b>TAE:</b> DS 162</p>
<p>Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.</p>	<p><b>SE:</b> <i>Skill Building:</i> 244</p>
<p>Develop an individual career plan, updating information from the elementary-level plan and including tentative decisions to be implemented in high school.</p>	<p><b>SE:</b> 70-76, 92-98, 257-260, 351, 351, 353-355 <i>Personal Career Portfolio:</i> 79, 101</p> <p><b>TAE:</b> SW TM72, TM80</p>

## TWE Codes

A	Assess
CA	Caption Answer
CT	Critical Thinking
DS	Discussion Starter
EL	Extending the Lesson
LS	Listening Skills
MA	Math Skills
MS	Motivating Students
PP	Personal Career Portfolio
PV	Preteaching the Vocabulary
R	Research
RA	Research Activity
RS	Reading Skills
SS	Speaking Skills
SW	Student Activity Workbook/Career Resource File
TA	Try This Activity
TT	Try This
WS	Writing Skills

# **Pathways to Careers Evaluation Tool**

Content	Comments
Orientation to Careers and Career Clusters	<p>The <i>Career Cluster</i> feature found at the beginning of each chapter in the Student Edition identifies the chapter's relevant career area. The <i>Career Opportunities</i> feature found throughout the Student Edition gives a short description of a career cluster. Students are challenged with a critical thinking question related to the job description. The <i>Investigating Career Clusters</i> feature found throughout the Student Edition offers information on one of the sixteen career clusters. The Career Cluster Exploration Activity at the end of the feature will help students research careers that interest them. At the <i>Career Clusters Series</i> web site, students can explore career clusters with print and internet resources as well as links to external career planning sites and educational resources. Teachers will find a vast resource of project ideas, internet activities, and frequently asked questions. The new <i>Career Clusters Series</i> is now available for use with <i>Glencoe Exploring Careers</i>. This set of ten textbook-workbooks provides students with career information and insights into each of the U.S. Department of Education's 16 career clusters.</p>

<b>Content (continued)</b>	<b>Comments</b>
Employability	A <i>Student Activity Workbook</i> found in the Teacher Classroom Resources is designed to reinforce student learning by providing hands-on activities that focus on chapter content and reinforce foundation skills and workplace competencies. The <i>Personal Career Portfolio</i> activity in each chapter review in the Student Edition will help you guide students in developing a personal career portfolio that will help them be proactive about their future careers.
Self Management	Self management is discussed in the Student Edition in Chapter 11.
Work Ethics	Work ethics are discussed in the Student Edition on pages 163-165.
Decision Making Skills	Decision making is discussed in the Student Edition in Chapter 4.
Finding and Keeping a Job	Finding a job is discussed in the Student Edition in Chapter 6. Keeping a job is discussed in the Student Edition in Lesson 8.2.
Planning Career Path	Planning a career path is discussed in the Student Edition in Chapter 5.
Career Assessment	Career assessment is discussed in the Student Edition in Chapters 3 and 4.

<b>Content (continued)</b>	<b>Comments</b>
Work Based Learning	Work based learning is discussed in the Student Edition on page 302. Developing a school-to-work program is discussed in the Teacher Annotated Edition on pages TM26 and TM27.

<b>Instruction and Assessment</b>	<b>Comments</b>
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. A vibrant two-page photo carries an engaging topical theme directly relevant to the chapter’s content, while the chapter opener activities immediately entice the student to relate to the subject on a deeper, more meaningful level.
Builds on Student Ideals	The <i>Attitude Counts</i> feature found throughout the Student Edition provides tips for building a positive attitude. The <i>Character Building</i> feature found throughout the Student Edition asks students to respond to situations or concepts that may challenge their values and ethics.

<p style="text-align: center;"><b>Instruction and Assessment (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Engages Students</p>	<p>Each chapter in the Student Edition begins with elements designed to quickly launch a student’s focus and interest on the chapter’s topic. A vibrant two-page photo carries an engaging topical theme directly relevant to the chapter’s content, while the chapter opener activities immediately entice the student to relate to the subject on a deeper, more meaningful level. Full-color photographs, illustrations, charts, and graphs bring chapter concepts to life.</p>

Instruction and Assessment (continued)	Comments
Develops Career Ideas	<p>The <i>Career Cluster</i> feature found at the beginning of each chapter in the Student Edition identifies the chapter’s relevant career area. The <i>Career Opportunities</i> feature found throughout the Student Edition gives a short description of a career cluster. Students are challenged with a critical thinking question related to the job description. The <i>Investigating Career Clusters</i> feature found throughout the Student Edition offers information on one of the sixteen career clusters. The Career Cluster Exploration Activity at the end of the feature will help students research careers that interest them. At the <i>Career Clusters Series</i> web site, students can explore career clusters with print and internet resources as well as links to external career planning sites and educational resources. Teachers will find a vast resource of project ideas, internet activities, and frequently asked questions. The new <i>Career Clusters Series</i> is now available for use with <i>Glencoe Exploring Careers</i>. This set of ten textbook-workbooks provides students with career information and insights into each of the U.S. Department of Education’s 16 career clusters.</p>
Promotes Student Thinking	<p>The <i>Critical Thinking</i> feature found throughout the Student Edition asks students to use their higher-level thinking skills as they consider the basic concepts of the lesson.</p>

Instruction and Assessment (continued)	Comments
Assesses Student Progress	<p>Because evaluation of student progress is fundamental to the teaching and learning process, Glencoe provides a range of assessment options and tools in the revised <i>Exploring Careers</i> program. The <i>ExamView® Pro Testmaker CD-ROM</i> is one of the most comprehensive test packages available. It provides an extensive source of test items for a variety of examination styles. With <i>ExamView®</i>, you can design and create your own test instruments. The <i>Reproducible Tests</i> in the Teacher Resource Binder include blackline masters of Chapter, Unit, and Final Tests to assess students' knowledge.</p>
Enhances The Learning Environment	<p>The <i>Exploring Careers</i> program includes a wealth of resources developed to support you in meeting your course objectives and in maximizing student learning. Used in conjunction with the Teacher Annotated Edition, these materials will enable you to tailor the program to meet the specific needs of your classes, as well as address the varying needs of individual students.</p>

Instruction and Assessment (continued)	Comments
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	The <i>Exploring Careers</i> program offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, career skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.
Commonwealth Accountability Testing System (CATS) “like” Assessment is provided	The <i>ExamView® Pro Testmaker CD-ROM</i> is one of the most comprehensive test packages available. It provides an extensive source of test items for a variety of examination styles. With <i>ExamView®</i> , you can design and create your own test instruments.

Instruction and Assessment (continued)	Comments
<p>Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.</p>	<p>Because evaluation of student progress is fundamental to the teaching and learning process, Glencoe provides a range of assessment options and tools in the revised <i>Exploring Careers</i> program. The <i>ExamView® Pro Testmaker CD-ROM</i> is one of the most comprehensive test packages available. It provides an extensive source of test items for a variety of examination styles. With <i>ExamView®</i>, you can design and create your own test instruments. The <i>Reproducible Tests</i> in the Teacher Resource Binder include blackline masters of Chapter, Unit, and Final Tests to assess students' knowledge. The <i>Personal Career Portfolio</i> activity in each chapter review in the Student Edition will help you guide students in developing a personal career portfolio that will help them be proactive about their future careers.</p>
<p>Includes activities and opportunities for integration of technology.</p>	<p>Using the power of the Internet, Glencoe's <i>Exploring Careers</i> web site <a href="http://exploring.glencoe.com">exploring.glencoe.com</a> offers resources and activities that expand students' exploration of career topics. The newly revised site is up-to-date and relevant to your students' needs. Links provided on the site are carefully screened. New to the Teacher Resource Binder of the <i>Exploring Careers</i> program is a PowerPoint® Presentations CD-ROM, designed to give you another option for reviewing and summarizing chapter and section contents. It features high-interest, visually stimulating slides of text highlights, charts, graphs, and figures.</p>

Instruction and Assessment (continued)	Comments
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	<i>Exploring Careers</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality career education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Exploring Careers</i> .
Differentiation techniques and activities suggested.	<i>Exploring Careers</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, career skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.

Organization and Structure	Comments
<p>Organization is logical and allows for spiraling of content.</p>	<p><i>Exploring Careers</i> is composed of 16 chapters organized into 5 units. Each chapter contains 2-3 lessons. Each lesson follows a straight forward format, beginning with <i>Discover</i> which lists the objectives that students will cover in the lesson, <i>Why It's Important</i> which provides a concise statement that makes the lesson content relevant to students' lives and career exploration, and <i>Key Terms</i> which lists key terms that are highlighted in yellow as they are introduced in the text. Each lesson and chapter closes with a review of the concepts presented and appropriate activities.</p>
<p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p>	<p>Each lesson begins with a list of the <i>Key Terms</i> presented in the lesson. These key terms are highlighted in yellow where they are defined in the lesson.</p>
<p>Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related</p>	<p>Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the lesson.</p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>

<p style="text-align: center;"><b>Organization and Structure (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Exploring Careers</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality health education course for your students.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Glossary</i> in English can be found on pages 360-367. An <i>Appendix</i> of career clusters can be found on pages 368-377. A <i>School-to-Work Applications and Connections</i> index can be found on pages 378-381. A complete <i>Index</i> can be found on pages 382-394.</p>
<p>Employs accurate grammar and spelling.</p>	<p><i>Exploring Careers</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This all-new edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>
<p>Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.</p>	<p>The correlation between <i>Exploring Careers</i> and the Kentucky Business and Marketing Core Content is strong.</p>

Resource Materials	Comments
<p>Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).</p>	<p>A 2-page <i>Planning Guide</i> is available for each lesson in the Teacher’s Wraparound Edition (TWE). The <i>Planning Guides</i> are found at the front of the TWE.</p>
<p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p>	<p><i>Exploring Careers</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, career skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>The <i>Meeting Individual Needs and Learning Styles</i> feature found in the TAE on pages TM37-TM41 provides ideas for working with all of your students – regardless of their learning styles and ability levels.</p>

Resource Materials (continued)	Comments
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/or technology and references (e.g. solution manuals, study guides).	Each lesson in the Student Edition begins with <i>Discover</i> which lists the objectives that students will cover in the lesson and <i>Why It's Important</i> which provides a concise statement that makes the lesson content relevant to students' lives and career exploration. Background information, common student errors, hints, and advice for lesson implementation can be found throughout the TAE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TAE. A multitude of references are available.
Suggestions are made for integration of themes and/or interdisciplinary instruction.	The <i>Academic Applications</i> encourages students to connect academic skills to real-life work scenarios.
Integration opportunities suggested and examples given.	The <i>Academic Applications</i> encourages students to connect academic skills to real-life work scenarios.
Teacher resources are available online.	Teacher resources are available at <a href="http://exploring.glencoe.com">exploring.glencoe.com</a> .

Resource Materials (continued)	Comments
Online resources available – Repeat of information in text.	Teacher resources are available at <a href="http://exploring.glencoe.com">exploring.glencoe.com</a> .
Online resources available – Practice skills only.	Teacher resources are available at <a href="http://exploring.glencoe.com">exploring.glencoe.com</a> .
Online resources available – New application materials.	Teacher resources are available at <a href="http://exploring.glencoe.com">exploring.glencoe.com</a> .



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