

KENTUCKY

GLENCOE

Succeeding IN THE WORLD OF WORK

7th Edition

Correlation with
Kentucky Business and
Marketing Career
Exploration and
Business
Communication
courses, SCANS,
and
Responses to Business
Evaluation Tool

Adoption Group V
Commonwealth of
Kentucky
2004-2010

Business and Marketing Career Exploration

| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
|-----------------------|---|---|
| 1.12 | <p>Students will:</p> <ul style="list-style-type: none"> reinforce basic skills in human relations and in both written and oral communication including customer relations. | <p>SE: 296-298, 298-299, 299-300, 301-303, 305, 306, 307-308, 309-311 <i>Creative Business Practices:</i> 309 <i>Ethics in Action:</i> 298</p> <p>TWE: MA 296, 305 TT 297</p> |
| 1.16, 2.36 | <ul style="list-style-type: none"> develop a personal portfolio of careers to explore; research and prepare reports about business and marketing careers. | <p>SE: 37, 50-52, 53-56, 57, 58-62, 86-91 <i>Career Lab:</i> 44-45, 522-523 <i>Ethics in Action:</i> 90 <i>Internet Connection:</i> 91 <i>Career Focus:</i> 180</p> <p>TWE: A 180 MA 50, 88 DS 51 F 36, 50</p> |
| 2.31 | <ul style="list-style-type: none"> complete self-assessment surveys to link interests, hobbies, skills, and school subjects to occupations. | <p>SE: 24-29, 30-34, 36-40</p> <p>TWE: MA 30 W 34 IP 36</p> |
| 2.3, 2.16, 2.19 | <ul style="list-style-type: none"> complete a career interest survey identifying general likes and dislikes, personal skills, and job values. | <p>SE: 88-89, 101, 103</p> <p>TWE: MA 88 TT 89</p> |

Business and Marketing Career Exploration

| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
|------------------------|--|---|
| 2.37, 2.38 | <ul style="list-style-type: none"> complete a job application, compose a resume and a letter of application, and prepare for an interview. | SE: 120-126, 132-135, 136-142, 144-146 <i>Career Lab:</i> 150-151 TWE: EI 122 W 34 SA 121 DS 120 MA 136 TT 120 |
| 2.14, 2.17, 5.4 | <ul style="list-style-type: none"> define world of work vocabulary; explain concepts relating to the world of work; and explore the importance of business ethics. | SE: 4-8, 10-18, 181-188 <i>Ethics in Action:</i> 6, 157, 185 TWE: EA 6, 157, 185 |
| 2.29, 2.36 | <ul style="list-style-type: none"> develop and/or update Individual Graduation Career Plans. | SE: 93-102 <i>Career Lab:</i> 106-107 TWE: EL 94 IS 93 MA 93 TT 97, 98 |
| 2.17, 2.33 | <ul style="list-style-type: none"> develop decision-making, problem-solving, and critical thinking skills to become life-long learners and self-directed individuals. | SE: 24-29, 141, 208, 324-330 TWE: MA 24, 324 TT 325, 329 CT 25 |

Business and Marketing Career Exploration

| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
|------------------------|---|---|
| 1.16, 6.2 | <ul style="list-style-type: none"> develop and key a budget using spreadsheet and database software, based upon a desired adult lifestyle. | SE: 345, 398-407 TWE: F 398 EF 403 |
| 1.9, 1.10, 1.12 | <ul style="list-style-type: none"> apply communication skills within the technical content. | SE: 120-122, 277, 281, 290, 296-303, 305-310, 340-341 TWE: DS 302 W 281, 340 |
| 2.36, 2.37 | <ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. | SE: 13, 52-53, 174-179, 181-188 194-201, 203-208, 258-264, 266-270 TWE: A 201 SA 53 DS 195, 259 MA 181 TT 175 |
| 1.12, 4.0, 6.2 | <ul style="list-style-type: none"> utilize activities of FBLA and/or DECA as an integral component of course content and leadership development. | SE: 287 TWE: N/A |

| Business Communication | | |
|-------------------------------|--|--|
| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
| 1.1, 5.4, 6.3 | <p>Students will:</p> <ul style="list-style-type: none"> identify the parts of speech, apply language arts rules, and use reference materials. | <p>SE: 52-53, 305-306 <i>Internet Connection:</i> 313</p> <p>TWE: EI 52 TT 306</p> |
| 1.16, 6.3 | <ul style="list-style-type: none"> utilize grammar check, spell check, thesaurus, and proofreader's marks. | <p>SE: 305-306</p> <p>TWE: TT 306</p> |
| 1.11, 1.16, 5.4 | <ul style="list-style-type: none"> compose various types of business documents electronically, including those associated with employment. | <p>SE: 124, 125-126, 145, 307-308</p> <p>TWE: EF 145, 307, 308 W 124</p> |
| 1.16, 6.2, 6.3 | <ul style="list-style-type: none"> identify, describe, and use different types of electronic communications. | <p>SE: 124, 267, 307-308</p> <p>TWE: EF 307 EI 267 SP 124</p> |
| 6.3 | <ul style="list-style-type: none"> demonstrate proper telephone etiquette. | <p>SE: 115-116, 300, 362, 363</p> <p>TWE: EF 363 EI 116, 300 RP 300 W 117 SP 362</p> |

Business and Marketing Career Exploration

| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
|-------------------------|--|---|
| 1.16, 2.36, 2.38 | <ul style="list-style-type: none"> demonstrate job interviewing techniques and develop a career portfolio. | SE: 88-91, 93-102, 132-135, 136-143, 144-146 <i>Career Lab:</i> 44-45, 150-151, 522-523 <i>Journa:</i> 131 TWE: A 135 IP 134 MA 132 TT 89 |
| 2.36, 2.37, 6.3 | <ul style="list-style-type: none"> research career opportunities in business communication-related careers. | SE: 50-55, 57-62, 88-91 <i>Career Lab:</i> 44-45, 522-523 <i>Career Focus:</i> 143, 180, 408, 428 TWE: CA 63 |
| 1.11, 1.16, 5.4 | <ul style="list-style-type: none"> compose and illustrate an oral report using appropriate visual aids (presentation software, etc.). | SE: 344 TWE: A 350 SA 347 |
| 1.12, 4.0, 6.2 | <ul style="list-style-type: none"> utilize activities of FBLA as an integral component of course content and leadership development. | SE: 287 |

Business and Marketing Career Exploration

| ACADEMIC EXPECTATIONS | CONTENT/PROCESS | PAGE REFERENCES |
|-----------------------|---|--|
| 2.36, 2.37 | <ul style="list-style-type: none"> demonstrate employability and social skills relative to the career cluster. | <p>SE: 13, 174-179, 181-188, 194-201, 203-208, 258-264, 266-270</p> <p>TWE: A 201 DS 195, 259 MA 181 TT 175</p> |
| 1.9, 1.10, 1.12 | <ul style="list-style-type: none"> apply math and communication skills within the technical content. | <p>SE: 82, 95, 120-122, 277, 281, 290, 296-303, 305-310, 340-341</p> <p><i>Work-Based Learning:</i> 20, 43, 65, 85, 129, 149, 171, 190-191, 273, 293, 353, 395, 415, 435, 455, 476, 477, 521</p> <p>TWE: DS 302 W 281, 340</p> |

TWE Codes

| | |
|----|-----------------------------|
| CB | Creative Business Practices |
| CA | Computer Activity |
| DS | Discussion Starter |
| EA | Ethics in Action |
| F | Focus |
| EF | Extending Figure |
| EI | Extending the Illustration |
| IS | Introducing the Section |
| IT | Implementing Teamwork |
| MA | Motivational Activity |
| RP | Role Play |
| SA | Skill-Building Activity |
| SP | Skills Practice |
| TT | Teaching Tip |
| W | Writing |

| SCANS* | |
|---|---|
| A Three-Part Foundation | |
| Basic Skills | CHAPTER REFERENCES |
| <p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> • A. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules | <p>SE & TWE: Chapters 1, 2, 5, 6, 8, 11, 12, 13, 14, 15, 17, 19, 21, 22, 24</p> |
| <ul style="list-style-type: none"> • B. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts | <p>SE & TWE: Chapters 5, 6, 7, 9-19, 21, 22, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • C. Arithmetic/Mathematics—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques | <p>SE & TWE: Chapters 1-14, 17, 19-25</p> |
| <ul style="list-style-type: none"> • D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues | <p>SE & TWE: Chapters 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 22, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • E. Speaking—organizes ideas and communicates orally | <p>SE & TWE: Chapters 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> |

| SCANS* | |
|--|--|
| A Three-Part Foundation | |
| Thinking Skills | CHAPTER REFERENCES |
| <p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> • A. <u>Creative Thinking</u>—generates new ideas | <p>SE & TWE: Chapters 1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 23, 24</p> |
| <ul style="list-style-type: none"> • B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | <p>SE & TWE: Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action | <p>SE & TWE: Chapters 1-25</p> |
| <ul style="list-style-type: none"> • D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information | <p>SE & TWE: Chapters 2, 8, 9, 11, 14, 15, 16, 18, 20, 21, 22, 24</p> |
| <ul style="list-style-type: none"> • E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills | <p>SE & TWE: Chapters 2, 3, 4, 6, 7, 8, 10, 11, 12, 13, 15, 16, 18, 21, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem | <p>SE & TWE: Chapter 2, 5, 7, 8, 9, 10, 13, 16, 17, 18, 21, 22, 23, 25</p> |

| SCANS* | |
|--|--|
| A Three-Part Foundation | |
| Personal Qualities | CHAPTER REFERENCES |
| <p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> • A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment | <p>SE & TWE: Chapters 7, 8, 9, 10, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self | <p>SE & TWE: Chapters 2, 3, 4, 5, 7, 9, 10, 11, 13, 14, 15, 19, 20, 24</p> |
| <ul style="list-style-type: none"> • C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings | <p>SE & TWE: Chapters 2, 4, 7, 8, 10, 12, 13, 14, 15, 24, 25</p> |
| <ul style="list-style-type: none"> • D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control | <p>SE & TWE: Chapters 1, 2, 3, 5, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 25</p> |
| <ul style="list-style-type: none"> • E. <u>Integrity/Honesty</u>—chooses ethical courses of action | <p>SE & TWE: Chapters 2, 4, 6, 8, 9, 10, 12, 13, 14, 17, 18, 20, 22, 23, 24</p> |

| SCANS* | |
|--|--|
| Five Workplace Competencies | |
| Resources | CHAPTER REFERENCES |
| <p>Identifies, organizes, plans, and allocates resources</p> <ul style="list-style-type: none"> • <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules | <p>SE & TWE: Chapters 2, 3, 5, 6, 7, 8, 9, 11, 15, 16, 17, 18, 20, 24</p> |
| <ul style="list-style-type: none"> • <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives | <p>SE & TWE: Chapters 2, 5, 8, 9, 11, 13, 16, 19, 20, 21, 22, 23, 25</p> |
| <ul style="list-style-type: none"> • <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently | <p>SE & TWE: Chapters 2, 4, 6, 13, 16, 18, 20, 21</p> |
| <ul style="list-style-type: none"> • <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback | <p>SE & TWE: Chapters 1, 3, 11, 13, 14, 16, 18, 20, 24</p> |

| SCANS* | |
|--|---|
| A Three-Part Foundation | |
| Interpersonal | CHAPTER REFERENCES |
| <ul style="list-style-type: none"> • <i>A. Participates as Member of a Team</i>—contributes to group effort | SE & TWE: Chapters 1, 2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| <ul style="list-style-type: none"> • <i>B. Teaches Others New Skills</i> | SE & TWE: Chapters 1, 2, 4, 6, 7, 9, 12, 13, 14, 15, 17, 20, 24, 25 |
| <ul style="list-style-type: none"> • <i>C. Serves Clients/Customers</i>—works to satisfy customers’ expectations | SE & TWE: Chapters 4, 9, 10, 12, 13, 14, 15, 16, 18 |
| <ul style="list-style-type: none"> • <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies | SE & TWE: Chapters 2, 4, 7, 8, 10, 11, 12, 13, 14, 15, 16, 22, 24, 25 |
| <ul style="list-style-type: none"> • <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests | SE & TWE: Chapters 4, 7, 9, 10, 13, 14, 16, 18, 19, 21, 25 |
| <ul style="list-style-type: none"> • <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds | SE & TWE: Chapters 7, 8, 9, 11, 12, 13, 14, 16, 18, 23 |

| SCANS* | |
|---|---|
| A Three-Part Foundation | |
| Information | CHAPTER REFERENCES |
| Acquires and uses information <ul style="list-style-type: none"> • <i>A. Acquires and Evaluates Information</i> | SE & TWE: Chapters 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| <ul style="list-style-type: none"> • <i>B. Organizes and Maintains Information</i> | SE & TWE: Chapters 2, 3, 5, 6, 7, 10, 12, 13, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25 |
| <ul style="list-style-type: none"> • <i>C. Interprets and Communicates Information</i> | SE & TWE: Chapters 3, 6, 7, 8, 9, 10, 12, 13, 15, 16, 17, 19, 22, 23 |
| <ul style="list-style-type: none"> • <i>D. Uses Computers to Process Information</i> | SE & TWE: Chapters 5, 6, 10, 12, 15, 17, 18, 23 |

| SCANS* | |
|--|--|
| A Three-Part Foundation | |
| Systems | CHAPTER REFERENCES |
| <p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> • <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them | <p>SE & TWE: Chapters 1, 3, 7, 8, 9, 11, 12, 14, 15, 17, 18, 19, 20, 21, 22, 23</p> |
| <ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions | <p>SE & TWE: Chapters 24, 25</p> |
| <ul style="list-style-type: none"> • <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance | <p>SE & TWE: Chapters 11, 12, 14, 18, 19, 20, 21, 22, 23</p> |

| SCANS* | |
|---|--|
| A Three-Part Foundation | |
| Technology | CHAPTER REFERENCES |
| Works with a variety of technologies <ul style="list-style-type: none"> • <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies | SE & TWE: Chapters 3, 7, 8, 11, 14, 15, 17, 18, 21, 22, 23, 24 |
| <ul style="list-style-type: none"> • <i>B. Applies Technology</i>—Understands overall intent and proper procedures for • setup and operation of equipment | SE & TWE: Chapters 1, 3, 6, 8, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24 |
| <ul style="list-style-type: none"> • <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies | SE & TWE: Chapters 11, 12, 16, 17, 24 |

**See SCANS correlation for the entire Student Edition on TWE pages T32-T33. See SCANS correlations for each chapter on TWE pages 1B, 21B, 47B, 65B, 85B, 109B, 129B, 153B, 171B, 191B, 211B, 231B, 255B, 273B, 293B, 313B, 333B, 353B, 377B, 395B, 415B, 435B, 455B, 481B, and 501B.*

Business Evaluation Tool

| Content-Business | Comments |
|----------------------|--|
| Career Experiences | <p>The <i>Career Checklist</i> feature found throughout the Student Edition offers an easy-to-read list of helpful reminders that students can use when making career plans. The <i>Unit Career Lab</i> found at the end of each unit in the Student Edition is a real-world workshop in which students explore career options. The <i>Career Focus</i> feature found throughout the Student Edition provides students with information on a variety of careers. <i>Career Clusters</i> is a set of ten workbooks, each providing students with career information and insights into each of the U.S. Department of Education's 16 career clusters. The <i>Exploring the World of Work</i> CD-ROM delivers career-planning information designed to assist students with career planning and research. The <i>Workforce 200 Training Video</i> provides career exploration video segments to accompany every chapter in the Student Edition. <i>Careers Online</i> is Glencoe's career Web site that provides teachers, students, and parents with a wide range of educational resources.</p> |
| Employability Skills | <p>The <i>Skills Connection</i> and <i>Workplace Competencies Connections</i> activities found throughout the Teacher Wraparound Edition (TWE) provide guided development of the Foundation Skills and Workplace Competencies. These activities are written to suit varying student ability levels. The <i>Work-Based Learning</i> activities found in each chapter review in the Student Edition help student develop identified Foundation Skills and Workplace Competencies.</p> |

| Content-Business (continued) | Comments |
|---------------------------------|---|
| Team work | <p><i>Glencoe Succeeding in the World of Work</i> provides many opportunities for cooperative learning. Activities such as the <i>Unit Career Lab</i> and <i>Chapter Review Role Play</i> can easily be adapted as group activities. The <i>Implementing Teamwork</i> feature found throughout the TWE gives tips for helping students work productively in groups or with partners. Teaching strategies for <i>Using Cooperative Learning</i> can be found on TWE pages T34 and T35.</p> |
| Global Perspective | <p>A discussion of the <i>International Career Outlook</i> can be found on page 62. An example of an international business is given in the <i>Creative Business Practices</i> feature on page 385.</p> |

| Content-Business (continued) | Comments |
|---------------------------------|---|
| Mathematical Skills | The <i>School-Based Learning</i> feature found throughout the Student Edition asks students to apply academic skills in real-life scenarios. The <i>Skill-Building Activities</i> found throughout the TWE contain activities that build students' skills in the various academic areas, including mathematics. |
| Communication | Instruction on communication can be found on Student Edition pages 120-122, 277, 281, 290, 296-303, 305-310, and 340-341. |
| Diversity | The contents of <i>Glencoe Succeeding in the World of Work</i> —including the photographs, <i>Career Focus</i> , and other special features—have been selected to help student recognize and discuss issues of cultural diversity. In addition, each chapter in the TWE includes a special feature, <i>Addressing Workplace Diversity</i> , which you can use as the basis of class discussion. Additional suggestions for <i>Addressing Cultural Diversity</i> can be found on TWE page T29. |

| Content-Business (continued) | Comments |
|---------------------------------|--|
| Ethical Practices | <p>In every chapter of <i>Glencoe Succeeding in the World of Work</i>, student will find ethics features entitled <i>Ethics in Action</i>. Those features provide students with a hypothetical situation in which they are asked to make a decision. Throughout the TWE, you will find possible responses to the questions posed in these features. Additional suggestions for <i>Teaching Ethical Decision-Making Skills</i> can be found on TWE page T40.</p> |
| Academic Integration | <p>The <i>School-Based Learning</i> feature found throughout the Student Edition asks students to apply academic skills in real-life scenarios. The <i>Skill-Building Activities</i> found throughout the TWE contain activities that build students' skills in the various academic areas.</p> |
| Real World Application | <p><i>Glencoe Succeeding in the World of Work</i> contains many applications from the real world of work. The Student Edition features <i>Career Focus</i> and <i>Creative Business Practices</i> describe real-world careers and businesses. Each of these features ends with an activity or question that further expands students' ability to apply what they have learned. The <i>21st Century Trends</i> feature found throughout the TWE presents interesting and relevant facts about today's workforce.</p> |

| Content-Business (continued) | Comments |
|---|--|
| Content Area Concepts Addressed | <i>Glencoe Succeeding in the World of Work</i> places special emphasis on the skills and competencies that will help students be successful in the workplace. These skills and competencies are integrated throughout the Student Edition through assessment and features such as <i>Career Focus</i> , <i>Career Lab</i> , and <i>Creative Business Practices</i> . |

| Instruction and Assessment | Comments |
|-----------------------------------|--|
| 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. Each chapter opener in the Student Edition helps students organize their study of chapter concepts. Learning objectives help students preview what they will learn. |

| Instruction and Assessment (continued) | Comments |
|---|--|
| Builds on Student Ideals | <p>In every chapter of <i>Glencoe Succeeding in the World of Work</i>, student will find ethics features entitled <i>Ethics in Action</i>. Those features provide students with a hypothetical situation in which they are asked to make a decision. Throughout the TWE, you will find possible responses to the questions posed in these features. Additional suggestions for <i>Teaching Ethical Decision-Making Skills</i> can be found on TWE page T40.</p> |
| Engages Students | <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. Each chapter opener in the Student Edition helps students organize their study of chapter concepts. Learning objectives help students preview what they will learn. A fresh new design, attractive visuals, clear type, and an easy-to-read style invite students of all backgrounds and abilities to explore the content.</p> |
| Develops Business Ideas | <p><i>Glencoe Succeeding in the World of Work</i> places special emphasis on the skills and competencies that will help students be successful in the workplace. These skills and competencies are integrated throughout the Student Edition through assessment and features such as <i>Career Focus</i>, <i>Career Lab</i>, and <i>Creative Business Practices</i>.</p> |

| Instruction and Assessment (continued) | Comments |
|---|--|
| Promotes Student Thinking | Special features in each chapter are designed to engage students' interest, increase their understanding of chapter content, and expand their involvement with real-world situations. Most features end with an activity or question that further expands students' ability to apply what they have learned. |

| Instruction and Assessment (continued) | Comments |
|---|---|
| Assesses Student Progress | <p>A large selection of testing and assessment resources is available for <i>Glencoe Succeeding in the World of Work</i> to help you measure the progress of your students. The new <i>Assessment</i> is a complete assessment resource designed to help you evaluate students' progress. This testing program includes both printed and electronic testing resources. The book includes <i>Reproducible Tests</i> with Unit, Chapter, Midterm, and Final tests as well as mini quizzes. It also includes the new <i>ExamView® Pro Test Generator CD-ROM</i>, containing all test questions in the accompanying <i>Assessment</i> book. It makes creating customized tests fast and easy. Also included in the program are many activities, projects, and situations that create opportunities for alternative assessment. A list of <i>Performance Assessment Options</i> can be found on TWE page T36, and a list of <i>Assessment Strategies</i> can be found on page T37.</p> |

| <p style="text-align: center;">Instruction and Assessment (continued)</p> | <p style="text-align: center;">Comments</p> |
|--|---|
| <p>Enhances The Learning Environment</p> | <p><i>Glencoe Succeeding in the World of Work</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, work place skills, behaviors, and problem-solving skills of all your students—regardless of their learning styles and ability levels.</p> |
| <p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p> | <p><i>Glencoe Succeeding in the World of Work</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, work place skills, behaviors, and problem-solving skills of all your students—regardless of their learning styles and ability levels.</p> |

| Instruction and Assessment (continued) | Comments |
|--|---|
| Commonwealth Accountability Testing System (CATS) “like” Assessment is provided | <i>ExamView</i> ® allows you to develop tailor-made chapter, unit, or final tests using the Printed Test Bank, your own questions, and the software. |
| Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included. | A large selection of testing and assessment resources is available for <i>Glencoe Succeeding in the World of Work</i> to help you measure the progress of your students. The new <i>Assessment</i> is a complete assessment resource designed to help you evaluate students’ progress. This testing program includes both printed and electronic testing resources. The book includes <i>Reproducible Tests</i> with Unit, Chapter, Midterm, and Final tests as well as mini quizzes. It also includes the new <i>ExamView</i> ® <i>Pro Test Generator CD-ROM</i> , containing all test questions in the accompanying <i>Assessment</i> book. It makes creating customized tests fast and easy. Also included in the program are many activities, projects, and situations that create opportunities for alternative assessment. A list of <i>Performance Assessment Options</i> can be found on TWE page T36, and a list of <i>Assessment Strategies</i> can be found on page T37. |

| Instruction and Assessment (continued) | Comments |
|--|--|
| Includes activities and opportunities for integration of technology. | <p>The <i>interNET Connection</i> activities found throughout the Student Edition guide students in using the Internet to explore careers and career opportunities. The <i>ExamView® Pro Test Generator 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 and is a component of the <i>Assessment</i> book. The <i>PowerPoint Presentations CD-ROM</i> makes it possible for you to review and summarize the content of each chapter and section by using a combination of text highlights, charts, graphs, tables, and graphic organizers. The <i>Succeeding in the World of Work Web site</i> (www.careers.glencoe.com) draws on the vast resources of the Internet to expand students' exploration of career topics. The <i>Exploring the World of Work CD-ROM</i> delivers the latest career-planning information in an easy-to-use format. Included in the CD-ROM are articles and videos on the career clusters, career success tips, career planning and assessment activities, and more. The <i>Interactive Lesson Planner</i> provides instant access to all print resources for the program in one CD-ROM. The <i>Workforce 2000 Video Library</i> provides exciting career exploration segments to accompany every chapter in the textbook.</p> |

| Instruction and Assessment (continued) | Comments |
|---|---|
| <p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p> | <p><i>Glencoe Succeeding in the World of Work</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This 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 and business education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Succeeding in the World of Work</i>.</p> |
| <p>Differentiation techniques and activities suggested.</p> | <p><i>Glencoe Succeeding in the World of Work</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, work place skills, behaviors, and problem-solving skills of all your students—regardless of their learning styles and ability levels.</p> |

| Organization and Structure | Comments |
|---|---|
| <p>Organization is logical and allows for spiraling of content.</p> | <p><i>Glencoe Succeeding in the World of Work</i> is composed of 25 chapters organized into 7 units. Each chapter contains 2-3 sections. Each section follows a straight forward format, beginning with <i>What You'll Learn</i>, <i>Why It's Important</i>, and <i>Key Terms</i> to help students connect what they learn to the real world of business. Each section closes with a <i>Section Review</i> which includes problems that provide immediate reinforcement and help students apply the concepts learned in the section. Each chapter closes with a <i>Chapter Review</i> which includes a review of key terms, key concepts, and problem solving</p> |
| <p>Vocabulary and key terms are clearly defined and easily accessible within each lesson.</p> | <p>Each section begins with a list of the <i>Key Terms</i> presented in the lesson. These key terms are found in bold-face type highlighted in yellow where they are defined in the section.</p> |

| <p style="text-align: center;">Organization and Structure (continued)</p> | <p style="text-align: center;">Comments</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>The contents of <i>Glencoe Succeeding in the World of Work</i>—including the photographs, <i>Career Focus</i>, and other special features—have been selected to help student recognize and discuss issues of cultural diversity.</p> |
| <p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p> | <p><i>Glencoe Succeeding in the World of Work</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This 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> can be found on pages 524-537. The <i>Index</i> can be found on pages 538-549.</p> |

| Organization and Structure (continued) | Comments |
|---|---|
| Employs accurate grammar and spelling. | <i>Glencoe Succeeding in the World of Work</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. |
| Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies. | The correlation between <i>Glencoe Succeeding in the World of Work</i> and the Kentucky Business Marketing and Career Exploration and Business Communications courses is strong. |

| Resource Materials | Comments |
|---|--|
| Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated). | Each chapter in the TWE begins with a 2-page Planning Guide which includes a list of additional resources and a list of technology resources for the chapter. The student pages are shown in the TWE and the accompanying notes are shown in the wrap copy on the same page. |

| Resource Materials (continued) | Comments |
|---|--|
| <p>Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.</p> | <p>In the bottom columns of every chapter opener of the TWE are strategies titled <i>Individualize Your Classroom</i> and <i>Classroom Management</i>. <i>Individualize Your Classroom</i> provides tips on how to teach students with various special needs and learning styles. <i>Classroom Management</i> focuses on resources designed to extend the topics in the chapter. Suggestions for <i>Accommodating Individual Needs and Learning Styles</i> can be found on TWE page T41. A <i>Meeting Special Needs</i> chart on TWE pages T42-T43 describes some of the special needs you may encounter with students in your classroom and identifies sources of information. Also provided are tips for modifying your teaching style to accommodate the special needs of your students, and the location of teaching tips in the TWE. An <i>Eight Ways of Learning</i> chart on TWE pages T44-T45 will help you identify your students' learning styles. The chart gives a description of each type of learner; describes the likes of each type, what each type is good at, and how each learns best; and names some famous learners.</p> |

| Resource Materials (continued) | Comments |
|---|--|
| <p>Extension activities including adaptations and accommodations for students with special needs.</p> | <p>In the bottom columns of every chapter opener of the TWE are strategies titled <i>Individualize Your Classroom</i> and <i>Classroom Management</i>. <i>Individualize Your Classroom</i> provides tips on how to teach students with various special needs and learning styles. <i>Classroom Management</i> focuses on resources designed to extend the topics in the chapter. Suggestions for <i>Accommodating Individual Needs and Learning Styles</i> can be found on TWE page T41. A <i>Meeting Special Needs</i> chart on TWE pages T42-T43 describes some of the special needs you may encounter with students in your classroom and identifies sources of information. Also provided are tips for modifying your teaching style to accommodate the special needs of your students, and the location of teaching tips in the TWE. An <i>Eight Ways of Learning</i> chart on TWE pages T44-T45 will help you identify your students' learning styles. The chart gives a description of each type of learner; describes the likes of each type, what each type is good at, and how each learns best; and names some famous learners.</p> |

| <p style="text-align: center;">Resource Materials (continued)</p> | <p style="text-align: center;">Comments</p> |
|---|---|
| <p>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).</p> | <p>Each section in the Student Edition begins with a list of objectives titled <i>What You'll Learn</i> and background information in <i>Why It's Important</i>. Common student errors, hints, and advice for lesson implementation can be found throughout the TWE. Real-world connections and connections with career and/or technology can be found throughout the Student Edition and the TWE. A multitude of references are available.</p> |

| Resource Materials (continued) | Comments |
|--|--|
| Suggestions are made for integration of themes and/or interdisciplinary instruction. | The <i>School-Based Learning</i> feature found throughout the Student Edition asks students to apply academic skills in real-life scenarios. The <i>Skill-Building Activities</i> found throughout the TWE contain activities that build students' skills in the various academic areas. |
| Integration opportunities suggested and examples given. | The <i>School-Based Learning</i> feature found throughout the Student Edition asks students to apply academic skills in real-life scenarios. The <i>Skill-Building Activities</i> found throughout the TWE contain activities that build students' skills in the various academic areas. |
| Teacher resources are available online. | Teacher resources are available at www.careers.glencoe.com . |
| Online resources available – Repeat of information in text. | Teacher resources are available at www.careers.glencoe.com . |
| Online resources available – Practice skills only. | Teacher resources are available at www.careers.glencoe.com . |
| Online resources available – New application materials. | Teacher resources are available at www.careers.glencoe.com . |



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