

# Career & Financial Management

## Curriculum Map – Common Core ELA Alignment

### Topic: Career Selection – Resources and Planning

*\*\*Please note: Due to variances in course structure, content covered, teacher assignments and teacher/school expectations, the Career & Financial Management curriculum/content as well as the alignment to the CDOS and Common Core State Standards for English Language Arts provided within this curriculum map should be used **as a guide**. Feel free to make necessary updates and changes to reflect the needs of your course, department, school and/or district.\*\**

## PART 1: PERFORMANCE OBJECTIVES AND SUPPORTING COMPETENCIES

### CONTENT

- A. Career Search Resources and Planning – Locate current information to direct the search for a career.
1. Research employment opportunities:
    - a. Internet
    - b. Print media
    - c. Non-print media
    - d. Networking
    - e. Mentoring
    - f. Public and Private Employment Agencies
    - g. Job Fairs
  2. Gather information about skills assessed by state/national/private testing to certify competencies to enter the workforce.
  3. Maintain an organized record of your job search information/resources.

*\*\*Content retrieved from the following source:*

"Career and Financial Management - 2003 Curriculum." *New York State Department of Education*. Office of Career & Technical Education, Summer 2003. Web. 03 Mar. 2012.

<[http://www.p12.nysed.gov/cte/ctepolicy/documents/Career\\_and\\_Financial\\_Management.pdf](http://www.p12.nysed.gov/cte/ctepolicy/documents/Career_and_Financial_Management.pdf)>.

## PART 2: DESIRED OUTCOMES/LEARNING STANDARDS

### CAREER DEVELOPMENT AND OCCUPATIONAL STANDARDS (CDOS) - INTERMEDIATE

#### **Standard 1: Career Development**

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
- ✓ demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
- ✓ understand the relationship of personal interests, skills, and abilities to successful employment
- ✓ demonstrate an understanding of the relationship between the changing nature of work and educational requirements

## **Standard 2: Integrated Learning**

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
- ✓ solve problems that call for applying academic knowledge and skills
- ✓ 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).

## **Standard 3a: Universal Foundation Skills**

**Basic Skills:** 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.

**Thinking Skills:** 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.

**\*Personal Qualities:** 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.

**\*Interpersonal Skills:** Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations. Students:

- ✓ demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

**\*Technology:** 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 compete a task.

**\*Managing Information:** 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).

**\*Managing Resources:** 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.

*\*The standard(s) identified may apply depending on student expectations and teaching methods used by the instructor.*

## COMMON CORE STANDARDS: ENGLISH LANGUAGE ARTS (Grades 11-12)

### Reading Standards for Informational Text

#### *Key Ideas and Details*

- ✓ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ✓ Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ✓ Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### *Craft and Structure*

- ✓ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- ✓ Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ✓ Determine the author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### *Integration of Knowledge and Ideas*

- ✓ Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

#### *Range of Reading and Level of Text Complexity*

- ✓ By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ✓ By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

### Writing Standards

#### *Text Types and Purposes*

- ✓ \*Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- ✓ \*Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### ***Production and Distribution of Writing***

- ✓ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ✓ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ✓ Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### ***\*Research to Build and Present Knowledge***

- ✓ Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ✓ Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ✓ Draw evidence from literary or information texts to support analysis, reflection, and research.
  - a. Apply *grades 11-12 Reading standards to literature*.
  - b. Apply *grades 11-12 Reading standards to literary nonfiction*

### ***Range of Writing***

- ✓ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening Standards**

### ***\*Comprehension and Collaboration***

- ✓ Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
  - a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- ✓ Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- ✓ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### ***\*Presentation of Knowledge and Ideas***

- ✓ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ✓ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ✓ Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Language Standards**

### ***Conventions of Standard English***

- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references as needed.
- ✓ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Observe hyphenation conventions.
  - Spell correctly.

### ***Knowledge of Language***

- ✓ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
  - Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### ***Vocabulary Acquisition and Use***

- ✓ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
  - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ✓ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.
- ✓ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*\*The standard(s) identified may apply depending on student expectations and teaching methods used by the instructor.*

**COMMON CORE STANDARDS: ENGLISH LANGUAGE ARTS (Grades 11-12)  
LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS**

**Reading Standards for Literacy in Science and Technical Subjects**

***Key Ideas and Details***

- ✓ Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- ✓ Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- ✓ Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

***Craft and Structure***

- ✓ Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.
- ✓ Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- ✓ Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

***Integration of Knowledge and Ideas***

- ✓ Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- ✓ Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- ✓ Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

***Range of Reading and Level of Complexity***

- ✓ By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects:**

***Text Types and Purposes***

- ✓ \*Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
- ✓ \*Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

***Production and Distribution of Writing***

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- ✓ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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