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## Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with Career Decisions has been marked with a **red arrow**. On pages 3 and 4 you will find a sample of the text used in the program to exemplify how the content aligns with the anchor standards.

### College and Career Readiness Anchor Standards for Reading

#### Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Alando**

### **Decision 1:**

During Alando's senior year in high school, he got a job at the town's multiplex movie theater. He has worked there four years and is able to pay for his car and rent an apartment so he can be on his own.

He wants a career in sports management and plans to transfer to the state university after he finishes his associates degree in the next two or three years. School has been slow going since he has been working full time plus a lot of overtime at the theaters.

Do you think Alando is making a good career decision?

### **Program Response:**

Alando is certainly making poor career decisions if his goal is sports management. In fact, he is making poor decisions if his interest is theater management.

It is short sighted for him to waste years completing the education he needs to enter his career field just because he makes enough working at a low-paying job to meet day-to-day living expenses.

### **Decision 2:**

Alando decided it was time to devote himself to graduating and finding a job in sports management. During his senior year, he completed a successful internship with the Clinton Lumberkings, a Class A minor league baseball team. He was then hired as the assistant business manager. One year later he became the Lumberkings' business manager.

The team is now having financial problems and has asked each employee to take a 10% pay cut. Alando is already putting in long hours so he is considering quitting and spending full-time looking for a new job. However, he will be without any income while he is job hunting.

Do you think Alando should quit?

### **Program Response:**

This is really the same decision Alando had to make when he was working at the movie theater.

If he is so busy trying to keep what he has, he will never devote the time he needs to finding a good career position. An effective job search is a full-time job. The sooner he gets started, the less time he will be without an income and the sooner he can move on to better things.

### **Decision 3:**

Five weeks after quitting his job with the Clinton Lumberkings, Alando got an interview with the management of The Mark, an 8,000 seat sports arena where three minor league teams play basketball, hockey and arena football.

Unfortunately, the first question the interviewer asked was: "Why aren't you working now?"

Alando answered: "Although I learned a lot with the Lumberkings, I felt it was time for me to move on and move up. To do that, I needed to devote full-time to looking for this type of long-term, career position which I have been doing for the past several weeks."

Do you think this was a good answer to the question?

### **Program Response:**

It is important that Alando make it clear that he quit his job voluntarily with a plan in mind and that he was not fired or left because of some dispute.

He also made it clear that he is looking for a long-term career position and that he is not just a frequent job changer.

**Decision 4:**

Alando, Denise and Carl all started work at The Mark within four months of each other though Alando actually has seniority.

Recently, their immediate supervisor left and Denise, who had been there the shortest time of the three, was promoted to the position. Alando was furious he didn't get the promotion and asked for a meeting with the manager to find out why.

Do you think this was the right thing to do?

**Program Response:**

It is important that Alando find out why he was passed over in favor of Denise since it obviously was not just a question of seniority.

He also needs to make sure he controls his anger during the meeting. Attacking his boss or saying something stupid won't help anything.

**Decision 5:**

Alando got madder by the minute as he waited outside the manager's office.

When he was finally called in, he first tried to calm himself down and then walked in and said, "I was surprised that I didn't get the supervisor job. I really thought I deserved it. Can you tell me why and what I can do to improve my chances for promotion in the future?"

Do you think this was a good way to start the conversation?

**Program Response:**

Alando has done three good things to start the conversation:

- 1) He has not attacked Denise for getting the job.
- 2) He has not attacked the manager for not promoting him.
- 3) He has made it clear that he thought he deserved it and would like to know why he didn't get it.

**Decision 6:**

The manager answered Alando's question in the following way: "The reason I promoted Denise is because she always seems to be around when I need her and never questions what I ask her to do."

Alando responded with, "Well, maybe the reason I'm not around as much as Denise is because I'm out doing my job."

Do you think this was a good way for Alando to respond?

**Program Response:**

Alando just turned a civil meeting into a confrontation. Denise has already been promoted and Alando can't change that. What Alando needs to do is make sure the manager understands what he has accomplished so he is in line for the next promotion.

Here is a better response: "Let me explain what I have been doing, and I think you'll understand why I am not around as much as Denise."

## Overview

In this program, your students will meet sixteen young people who are facing critical career decisions that will have a serious impact on their lives. Your students will evaluate six different career decisions each one of them must make.

They will meet:

- **Aaron** who wants to begin a career in politics by working on the campaign staff of a congressional candidate.
- **Alando** who is ready to trade his dead-end job for a career in sports management.
- **Alex** who is searching for a job in the wind technology industry.
- **Celina** who has found herself in the internship from hell.
- **Chloe** who wants a career in nursing.
- **Corrine** who has been working as a secretary since graduating from high school.
- **Kim** who is searching for his first full-time job in the competitive world of architecture.
- **Kirk** who has had two jobs since high school and been fired from both.
- **Lan** who is torn between a career in education or health care.
- **Lien** who wants a career in urban planning.
- **Marcos** who didn't have the talent to play professional baseball but now hopes to be a professional umpire.
- **Mike** who is leaving his auto sales job for a career in marketing.
- **Rachel** who has been out of high school for two year and has had five different jobs.
- **Sarah** who is a single mother working on a factory production line and needs to earn more money.
- **Stephanie** who dreams of becoming a CNN anchor person.
- **Taylor** who skipped college to try and be a full-time actor.

As your students meet each of these people, read about their career situations and evaluate their decisions, they will gain valuable knowledge that will help them make smart career decisions for themselves.

When your students complete the entire program, they will have evaluated ninety-six decisions related to all aspects of starting a career and having success on the job.

## How The Program Works

To begin the program, students click on any of the sixteen portraits.

They will be shown the first decision this person must make. After reading the situation, they must decide if they agree or disagree with the decision by clicking **Yes** or **No**. After they make their choice, they will be given an explanation of why the decision was right or wrong.

If they are correct, \$100 will be added to their score shown in the lower left hand corner of the screen. If they are incorrect, they will receive nothing.

To move on to the next decision, they click **Next**.

When they have completed all six decisions for that person, they will be returned to the main screen so they can choose another person and learn about their particular career situation. When they complete the decisions for each person, that portrait will be removed from the main screen.

Your students will have completed the program when they have evaluated the decisions of all sixteen young people.

### Viewing and Printing Their Scores

Students can view their total score at any time by choosing **View Scores** from the menu bar.

Students can print their total score at any time by choosing **Print Scores** from the menu bar.

### Saving and Loading Their Work

**Save** will allow students to save their work and return to the same place in the program at a later time.

1. Choose **Save** from the **File** menu.
2. Give a name to the file they want to save.
3. Select the location where they want to save their work.
4. Click **Save**.

**Load** will allow students to open their saved work and continue the program.

1. Choose **Load** from the **File** menu.
2. Open their saved file.

## Minimum System Requirements

**Microsoft Windows XP / Vista / Windows 7**

**Mac OS X 10.6 or higher**

### Monitor

A Color Monitor with minimum resolution of 1024 x 768 is required.

### Sound Capability

The sound is optional and may be turned off by clicking on the Audio Icon located on the Menu Bar.

## Software Installation: Local

### Windows Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive.
2. Click on the Start button. Click on Run. The Run dialog box will appear.
3. In the command line type d:\setup.air (where d is the letter that identifies your CD drive). Click on OK or press ENTER.
4. A dialog box will appear. Click on the "Install" button. The setup program will begin to run; follow the on screen prompts.
5. Run the program from the icon placed on your Desktop.

### Macintosh Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive
2. Double Click the Setup.dmg file on the CD
3. Run the program installer from the mounted DMG disk.
4. A dialog box will appear. Click on the "Install" button. The setup program will begin to run; follow the on screen prompts.
5. The program icon will be added to your "Applications" folder.

*For technical support email [techsupport@cwpub.com](mailto:techsupport@cwpub.com)*