

THE SCIENCE, HEALTH, AND PHYSICAL EDUCATION CAREER READINESS CONNECTION and ALIGNMENT ANALYSES

New Mexico Science, Health, and Physical Education Career Readiness Standards Alignment*

1. Students will identify/explore career interests and aptitudes to develop their “Next Step” educational plans that support personal career goals.
2. Students will utilize and manage resources effectively to produce quality services and products.
3. Students will demonstrate the technological knowledge and skills required for future careers.
4. Students will develop and demonstrate responsible and ethical workplace behavior.
5. Students will develop effective leadership, interpersonal, and team skills.

This correlation table/matrix is a tool to show alignment to *New Mexico’s Career Readiness Content Standards* with *PE, Health, and Science Content Standards and Benchmarks and Performance Standards* and the proposed instructional material considered for adoption. The purpose is to demonstrate how your material can contribute to student achievement as measured against these Content Standards.

Please submit this alignment analyses for each title you are submitting to the Instructional Material Bureau via e-mail to Marjorie Gillespie at mgillespie@ped.state.nm.us . Please do NOT send paper copies of this document.

Title: PHYSICS IN CONTEXT (FOR PRINCIPLES OF TECHNOLOGY) ISBN: 1-57837-275-5

*Objectives are clearly stated with measurable outcomes at 80% or above.

NEW MEXICO CAREER READINESS STANDARDS

New Mexico Career Readiness Standards with Benchmarks should be aligned K-12 to support district/local/school curricula for all New Mexico students and teachers to assist students in selecting and preparing for the workforce of tomorrow. Students must meet standards in the areas of technological literacy, leadership and interpersonal skills, entrepreneurship, ethical workplace behaviors, and technical problem solving. Employers across the nation have identified science education as a workforce essential skill and personal health, fitness, and wellness are essential in the workplace to help ensure needed mental and physical attributes that will contribute to career success. This alignment particularly supports the **Health Science, Human Services, and Science, Technology, Engineering, and Mathematics** career clusters and their pathways.

BENCHMARK	PERFORMANCE STANDARDS	PUBLISHER CITATION		MEETS STANDARD*	
		Introduced	Practiced	Yes	No
Students will identify their career interests and aptitudes to develop their individual “Next Step” plan.	<ol style="list-style-type: none"> 1. Explore, analyze, and evaluate personal interests and aptitudes. 2. Explore areas of interest and possible career choices. 3. Understand the structure and functions of business ownership and participate in activities to explore the free-enterprise system. 4. Develop and implement a personal “Next Step” plan. 5. Demonstrate job acquisition skills by completing a resume. 6. Demonstrate employability skills for entry into a post secondary education or training program or a chose career field. 	Explored by way of exposure to student in text, labs and web-site	Embedded in sections of Student Text, Teachers Guide, Lab Manual, Student Journal, and web-site	√	
Students will utilize and manage resources effectively to produce quality services and products.	<ol style="list-style-type: none"> 1. Students will set short term and long term goals and prioritize goals relating to school and home. 2. Students will maintain a personal management system that includes goals, identifies needed resources, prioritizes activities and evaluate progress toward of achievement of goals within a specified timeline. 3. Students will demonstrate responsibility in the use of time, 	Explored by way of exposure to student in text, labs and web-site	Embedded in sections of Student Text, Teachers Guide, Lab	√	

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	<p>space, and materials to complete assignments.</p> <p>4. Students will demonstrate understanding of the relationship between goal-setting processes and the allocation of time, money, material, and human resources.</p> <p>5. Students will become entrepreneurs. They will prepare a budget and make cost and revenue forecasts to support a simulated or real business enterprise/school project that designs and markets a product or service developed by the student(s).</p>		Manual, Student Journal, and web-site		
Students will demonstrate the technological knowledge and skills required for future careers.	<p>1. Students will explain how technology is used in communications and the arts; engineering, industry, and science; health and human services; and business and marketing.</p> <p>2. Students will demonstrate age/grade appropriate computer skills in a variety of applications to access and organize information; design, develop and maintain products and services via advanced computer operations.</p> <p>3. Students will describe the uses of technology in our personal lives, society, and work environment and describe ways that technology has created changes in these areas.</p> <p>4. Students will analyze and evaluate advanced technological systems used within the various career fields and identify the knowledge and skills required for advanced training or employment (secondary level).</p>	Explored by way of exposure to student in text, labs and web-site	Embedded in sections of Student Text, Teachers Guide, Lab Manual, Student Journal, and web-site	√	
Students will develop and demonstrate responsible and ethical workplace behavior.	<p>1. Students will demonstrate positive behaviors, conduct, and social manners for school, work, and community.</p> <p>2. Students will demonstrate the ability to work cooperatively individually and in teams to accomplish objectives.</p> <p>3. Students will apply and demonstrate good study and work habits; demonstrate goal direction self-discipline, and task commitment in the completion of assignments/ projects both individually and as a team.</p> <p>4. Students will demonstrate an understanding of ethical</p>	Explored by way of exposure to student in text, labs and web-site	Embedded in sections of Student Text, Teachers Guide, Lab Manual, Student	√	

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	<p>behavior; demonstrate and comply with rules, regulations, and policies of school and community; and demonstrate appropriate and legal behaviors necessary to obtain and maintain employment.</p> <p>5. Students will demonstrate safe work practices and apply safety standards related to the school, community, and workplace.</p>		Journal, and web-site		
Students will develop effective leadership, interpersonal, and team skills.	<p>1. Students will explore, identify the positive and negative implications of team work.</p> <p>2. Students will demonstrate team work skills through sharing of ideas, resolving conflicts, and handling peer pressure.</p> <p>3. Students will recognize individual differences and interact positively with other students.</p> <p>4. Students will identify and analyze how individual differences impact the school and work setting and demonstrate the ability to respect and work with others from diverse backgrounds.</p> <p>5. Students will assume leadership roles in team settings and demonstrate leadership skills within a group through effective communication, ability to motivate team members, and effectively delegate responsibility.</p>	Explored by way of exposure to student in text, labs and web-site	Embedded in sections of Student Text, Teachers Guide, Lab Manual, Student Journal, and web-site	√	

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