
AzCIS Junior Workbook



Arizona Department of Education



Introduction



The Arizona Department of Education encourages beginning career and academic planning by the middle grades to ensure success after high school. We have compiled basic activities into this workbook to help make the AzCIS Junior more accessible for students in middle grades.

AzCIS Junior is an educational career exploration tool, designed specifically for middle grades students to help them get to know themselves, their interests, dreams, preferences, skills, as well as the world of work, and how to turn this knowledge into a career and educational plan. The activities help set school, life, and work goals, which can follow on into high school.

AzCIS Junior helps users answer questions such as:

- What do I want to do?
- What jobs are interesting? What are the working conditions?
- How much does it pay?
- What skills and abilities will I need?
- How do I prepare? What classes should you take? What school and training options after high school will I need?

Occupational information is organized both by occupation and the 16 Career Clusters with real world interviews and videos, skills needed, how to prepare, high school courses, wages, advancement opportunities, working conditions, work locations, and job projections.

Portfolio

AzCIS Junior users can create a personal online portfolio that includes their Course Planner, links to CIS favorites, a resume/job application worksheet, and records of their thoughts, goals, results, written notes, thoughts, saved items and tracked plans. Users can develop their own educational and high school plans in the portfolio, which changes with each yearly update. Portfolios can be printed and transferred seamlessly to high school and beyond.

[Set up your portfolio](#)

There's a lot you can do with CIS Junior! There is no right or wrong goal or plan. Keep an open mind, try new things, and most of all have fun learning about and planning your future!

Table of Contents

This workbook is separated into three sections, "*Who Am I*", "*Where Am I Going*" and "*How Do I Get There*" which aligns to the Arizona Department of Education's ECAP process which follows self-awareness and exploration, career exploration, and career planning & management. Students can use the appropriate worksheets for their ECAP journey.

Section 1: *Who Am I?*

- Who am I?
- Things I Like to Do
- My Dreams
- Qualities for Success
- Important Life Events
- My Accomplishments
- This Is Me

Section 2: *Where Am I Going?*

- Take the online Career Clusters Inventory and save the results
- Occupations Scavenger Hunt
- Take the online Reality Check and/or use the paper Reality Check activity
- What Are My Interests?
- Employability Skills Survey
- Skills
- What Are My Skills?
- If I Became...
- My Career Action Plan

Section 3: *How Do I Get there?*

- Getting to Know My School – A Scavenger Hunt
- High School Words to Know
- Words for High School
- Arizona High School Graduation Requirements
- What Courses Should I Take?
- Relating My Education to My Goals
- My High School Course Plan
- Should I Join?



Who Am I?

Your personality and interests make up who you are. It's never too early to begin thinking about what you want to do and how to get there. Keep in mind that your interests and abilities outside of school count too. Do well in school and if you are good in certain subjects, say so!

Finding out more about yourself improves your chances for making good decisions for your life and future career. Ask yourself these questions:

- ***What do I like to do?***
- ***What am I good at doing?***
- ***What are my strengths?***
- ***What do I do to be successful?***

In this section you will:

- ✓ **Learn more about yourself**
- ✓ **Figure out what you like**
- ✓ **Learn about what you DON'T like**

Who Am I?



Circle what applies to you:

- | | | |
|---------------|-----------------|------------------|
| adventurous | good listener | |
| artistic | happy with self | |
| assertive | honest | self-disciplined |
| capable | independent | self-starter |
| caring | leader | sense of humor |
| compassionate | logical | sensitive |
| creative | optimistic | serious |
| decisive | patient | sincere |
| dependable | persistent | social |
| empathetic | proud | strong |
| energetic | reliable | tolerant |
| follower | responsible | trusting |
| friendly | self-confident | warm |

Ask your family to go through the list and pick what best describes you.

Are they the same words? Talk about the differences.

Name: _____ Date: _____ Grade/Class: _____

Things I Like to Do

People who enjoy going to work are doing things they like to do. Employees who enjoy their jobs get more work done. They are happier at work and at home.

- ⇒ *Think about things you like to do.*
- ⇒ *Make a list of 10 activities you enjoy doing, use ONLY action verbs. These activities are sometimes called skills. A skill is something you have learned how to do. Example: Read novels and short stories*
- ⇒ *Visualize doing these activities. Are you doing them alone or with others? Are you using objects or tools? Are you using words or numbers? Put a check in the box or boxes that describe the activity. For example, while playing soccer you are with others. Building robots requires using objects and tools. Reading novels requires working with words.*

Activity	Alone	Other People	Objects or Tools	Words or Numbers
Read novels and short stories	√			√
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

⇒ *Make a list of five activities you do **not** like to do. Use **ONLY** action verbs.*

1. _____
2. _____
3. _____
4. _____
5. _____

Thoughts and Reflections

You can store your reflections in two places.

- ✓ *One is to go to AzCIS My ECAP portfolio, **My career plan**, and fill in the field for **Things I like to do**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep in the folder.*

⇒ *List five things you really like to do.*

⇒ *List one thing you want to learn to do.*

My Dreams

**My Job
I want ...**

**My Education/Training
I want...**

*Good work - you
have begun to
dream about your
future.*

**My Hobbies
I want...**

**My Volunteer Activities
I want....**

*It's okay if you
didn't fill in everything.
You will have more ideas later.*

Name: _____ Date: _____ Grade/Class: _____

Qualities for Success

Do you know what it takes to be successful when you grow up? Do you have qualities for success? How would you describe yourself during a job interview?

Step 1: These personal characteristics describe people who are successful in school, the community and work. Circle at least five characteristics and up to ten that reflect the kind of person YOU think you are.

- | | |
|---|---|
| Persistent | Likes challenges |
| Takes on responsibilities | Energetic |
| Leader | Works hard to get things done |
| Friendly | Works well with others |
| Easy to get along with | Sensitive to the feelings of others |
| Helpful | Mature |
| Self-confident | Flexible |
| Accepts criticism | Stays calm when in stressful situations |
| Controls anger | Avoids being aggressive |
| Dependable | Thorough when doing work |
| Honest | Creative |
| Problem-solver | Thinks things through |
| Continues trying when the work gets difficult | Follows instructions |

Step 2: List five words or phrases that you think best describe the person you are. You can use words or phrases that are not listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3: Ask at least one other person to describe the kind of person he or she thinks you are.

- ✓ Have the person use the **How others see me** worksheet.

Step 4: Compare your list of personal characteristics to the list from the other person(s).

- ✓ Think about how the lists are similar or different.
- ✓ Are there words and phrases on the person's list that you had not thought about in describing yourself? What are those words?

1. _____
2. _____
3. _____

Step 5: We all would like to improve ourselves in some way. List two qualities you would like to work on to help you be more successful?

1. _____
2. _____

How others see me

Step 1:

⇒ Circle all the characteristics that reflect the kind of person YOU think _____ is.

- | | |
|---|---|
| Persistent | Likes challenges |
| Takes on responsibilities | Energetic |
| Leader | Works hard to get things done |
| Friendly | Works well with others |
| Easy to get along with | Sensitive to the feelings of others |
| Helpful | Mature |
| Self-confident | Flexible |
| Accepts criticism | Stays calm when in stressful situations |
| Controls anger | Avoids being aggressive |
| Dependable | Thorough when doing work |
| Honest | Creative |
| Problem-solver | Thinks things through |
| Continues trying when the work gets difficult | Follows instructions |

Step 2:

⇒ *Add additional comments about the success of this person in school, community, and at home.*

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ *One is to go back to AzCIS portfolio, **My career plan**, and fill in the field for **Qualities for success**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

⇒ *List three qualities that help you be successful in your school, community, and home.*

⇒ *List one personal quality you want to improve on to be more successful.*

Name: _____ Date: _____ Grade/Class: _____

Important Life Events

Who we are today can be understood by looking at our past. Our past experiences helped us grow and change. The knowledge we bring from the past helps us make decisions about our future. Therefore, it is helpful to think about important events in our lives.

Step 1: Create a timeline.

- ✓ *Think about events that have been important in your life.*
- ✓ *Think about who shared the events with you.*
- ✓ *Figure out what you learned from the event. Or figure out how the event changed you.*

Use the **My important life events timeline** to tell the story of your life.

Sample timelines:

When? (Your age)	What happened?	Who was involved?	What did I learn about myself?
Age 3	Learned to ride a bicycle	Dad and older sister	I can learn how to do new things and I am determined
Age 5	Started school	Parents and teacher	I can do things without my family and I can make new friends
Age 8	Broke my arm	Nurse, doctor, family	Hospitals are okay places to stay and I can deal with a disability
Age 10	Took care of the neighbor's pets	Neighbors and pets	I can follow directions and neighbors can depend on me

Step 2: Create a timeline for your future life events.

- ✓ *Think about things you want to do in the next ten years.*
- ✓ *What important events do you see happening to you in the next ten years?*

When? (Your age)	What will happen?	Who will be involved?	Why will this happen?
Age 15	Make the high school basketball team	Coach, other players	I practice with my older sister and friends and attend summer basketball camps.
Age 18	Accept scholarship to play on college team	Coach, other players, family	I get good grades in high school and work hard to improve as a player.
Age 22	Graduate from college with a degree in journalism	Professors	I set goals to graduate from college and I stick to my study and practice schedule.
Age 23	Play professional basketball	Coach, other players, agent	I keep working to improve my skills.
Age 33	Become a sports announcer for a radio station	Sports announcer who teaches me about the job	I take jobs at radio stations during off-season.

My important life events

When? (Your age or the year)	What happened?	Who was involved?	What did I learn about myself?

My future life events

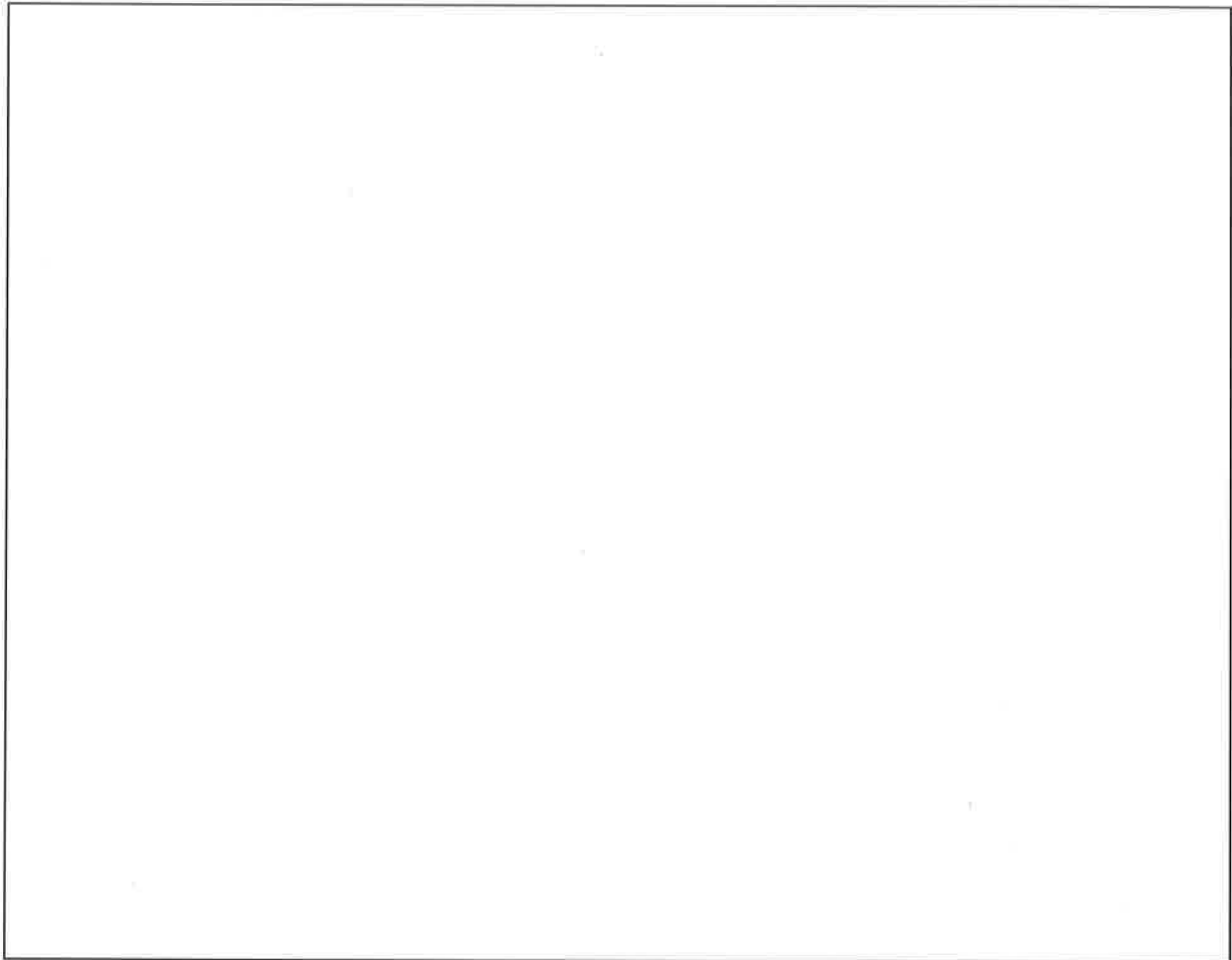
When? (Your age or the year)	What will happen?	Who will be involved?	Why will this happen?

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to AzCIS My ECAP portfolio, **My career plan**, and fill in the field for **Important life events**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ Write about at least one thing you want to do in your future life?

A large, empty rectangular box with a thin black border, intended for students to write their reflections on their future life.

Name: _____ Date: _____ Grade/Class: _____

My Accomplishments

Make a list of your accomplishments—projects or activities you have done well. Consider activities you have enjoyed.

Project or activity accomplishments

⇒ *List as many project or activities accomplishments as you can. See the examples below.*

- ✓ Built a birdhouse in the backyard.
- ✓ Cooked for my family during my mom's illness.
- ✓ Sang in the chorus in the spring musical.
- ✓ Played in three basketball games.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

⇒ *Now circle at least one of the accomplishments.*

Accomplishment:

- ✓ Built a birdhouse in the backyard.

1. _____

Skills

⇒ *List the skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.*

- ✓ Read plans for building birdhouse.
- ✓ Made measurements for cutting boards.
- ✓ Followed instructions.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

My school accomplishments

⇒ *List as many school or class accomplishments as you can—projects or activities you have done well. Consider activities you have enjoyed. See the examples below.*

- ✓ Solved a word problem.
- ✓ Wrote a report on an explorer.
- ✓ Gave a speech about caring for a pet fish.
- ✓ Created a model of a volcano.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____

10. _____

⇒ *Now circle at least one of the classroom accomplishments.*

Accomplishment:

- ✓ Gave a speech about caring for pet fish.

1. _____

Skills

⇒ *List skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.*

- ✓ Gathered information about my topic.
- ✓ Made a plan for the speech.
- ✓ Practiced the speech.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, **My career plan**, and fill in the field for **My Accomplishments**.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

Knowing about your skills is important to planning your career. There are some things you like to do and can do well. Those are skills you might want to use in the future at a job.

⇒ List five skills you like to use.

⇒ Give the names of two people who helped you learn these skills.

⇒ List one thing you want to learn to do.

Name: _____ Date: _____ Grade/Class: _____

Strengths	Interests & Passions	Weaknesses
	This is Me!!	
Top 2 Interest Profiler Categories > >		3 Careers That Interest Me > > >

3 Words That Describe Me

1. _____ 2. _____ 3. _____

My CAREER GOAL:

My PERSONAL GOAL:



Where Am I Going?

A career is like a long trip. For a trip you need a road map. For the trip through your life, you need a career plan.

Use what you know about yourself and your options to help develop your career plan. Remember, your career plan can be changed at any time. It is okay to change your mind as you learn more about yourself, school and work. The next step is to find out about different careers.

In this section you will explore:

- ✓ Career clusters
- ✓ Occupations
- ✓ The workplace

Name: _____ Date: _____ Grade/Class: _____

Occupations Scavenger Hunt

What am I going to be when I grow up? To answer this question, you need information about your options.

⇒ **Go to Occupations in AzCIS to hunt for the answers.**

1. What is an occupation?	2. <i>Magistrate</i> is another name for what occupation?	3. <i>Travel agents</i> are assigned to what cluster?	4. Do a search using the keyword <i>doctors</i> . What are two occupations that match?
5. In the <i>Law, Public Safety, and Security</i> cluster, what are two things you could do?	6. How much can <i>water treatment operators</i> get paid a year?	7. What does Mark Musgrove enjoy most about being a <i>funeral director</i> ?	8. Do you need a degree after high school to get a job as a <i>registered nurse</i> ?
9. In the future, how many jobs will be open for <i>dental hygienists</i> ?	10. Do some <i>landscape architects</i> work for engineering firms?	11. <i>Social workers</i> are assigned to what cluster?	12. What is one way to prepare to be an <i>electrician</i> after you graduate from high school?
13. Where do <i>zoologists</i> work?	14. What are some courses you would take in high school to work in the <i>Transportation, Distribution, and Logistics</i> cluster?	15. Is the video for <i>biologists</i> available in Spanish?	16. What do <i>radiation therapists</i> do?
17. Do some <i>dietitians</i> work on weekends?	18. What do <i>industrial designers</i> do?	19. What are some high school activities or hobbies you could be involved in to help you prepare to work in <i>Architecture and Construction</i> ?	20. What are the steps to print out an occupation?

Do You Need a Reality Check?



- Visit the AzCIS website at <http://azcis.intocareers.org/>
- At the log-in screen enter your user name and password
- You are now in AzCIS Junior
- Locate Reality Check under the orange "Where am I going?" section
- Click Reality Check and then click "Get a Reality Check"

Before you can complete this worksheet, you will need to:

- A. Complete the Get a Reality Check module within AzCIS Junior
- B. Print the Total Expenses page
- C. Print the Occupations page, listing occupations that will pay enough money to cover your expenses

Select 3 occupations from your Reality Check results and use AzCIS Junior to answer the questions.

Occupation Title _____

What Career Cluster does the occupation belong to? _____

What would you do in this occupation (*hint: look under overview*)? _____

What skills will you need to work in this occupation? _____

How much does the occupation pay in Arizona? _____

How much does the occupation pay nationally? _____

List 3 middle or high school courses you could take to help prepare you for this occupation:

Besides courses, list one more thing you could do to help prepare you for this occupation:

In the future will there be jobs in this occupation? _____

How do people in this occupation move up? _____

Where would you work?

What are the working conditions for this occupation? _____

I am interested ___ not interested ___ in this occupation because: _____

Occupation Title _____

What Career Cluster does the occupation belong to? _____

What would you do in this occupation (*hint: look under overview*)? _____

What skills will you need to work in this occupation? _____

How much does the occupation pay in Arizona? _____

How much does the occupation pay nationally? _____

List 3 middle or high school courses you could take to help prepare you for this occupation:

Besides courses, list one more thing you could do to help prepare you for this occupation:

In the future will there be jobs in this occupation? _____

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Where would you work? _____

What are the working conditions for this occupation? _____

I am interested ___ not interested ___ in this occupation because: _____

Occupation Title _____

What Career Cluster does the occupation belong to? _____

What would you do in this occupation (*hint: look under overview*)? _____

What skills will you need to work in this occupation? _____

How much does the occupation pay in Arizona? _____

How much does the occupation pay nationally? _____

List 3 middle or high school courses you could take to help prepare you for this occupation:

Besides courses, list one more thing you could do to help prepare you for this occupation:

In the future will there be jobs in this occupation? _____

How do people in this occupation move up? _____

Where would you work? _____

What are the working conditions for this occupation? _____

I am interested ___ not interested ___ in this occupation because: _____

What Are My Interests?



Under each category, use a marker to fill in the chart to your level of interest.

Working with people (face to face).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with data (papers, numbers, information, charts).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with things (tools, machines, equipment, make or repair something).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Working with ideas (science, math, art, music, creating something).

--	--	--	--	--	--	--	--	--	--	--

No interest

A little interest

A lot of interest

Don't be concerned if you do not yet know what you like. Interests develop as you grow up and have more experiences. Ask your family what they think you like. Ask your teachers. Great! Now you have some more information about yourself.

Employability Skills Survey

STUDENT NAME _____ DATE _____

This Employability Skills Survey lists the skills and talents that employers value. You will build these skills in school. Read the list and assess where you are now. Mark each box that best describes your level of skill. Note your best skills and those skills you need to improve at the bottom of the survey. Also note how you might build those skills that you need to improve.

(1=needs work; 2=can do OK; 3=pretty good at this; 4=very able)

BASIC SKILLS				
<i>You can read, write, speak and listen well. You know your arithmetic.</i>				
	1 Needs Work	2 Can Do Ok	3 Pretty Good at This	4 Very Able
Speak	<input type="checkbox"/> Speak clearly so others can hear. Respect others with my words.	<input type="checkbox"/> Speak clearly and use words that are right for the time and place.	<input type="checkbox"/> Discuss complex ideas in an organized and brief way.	<input type="checkbox"/> Present to a group and use well-organized format, the right words and clear speech.
Listen	<input type="checkbox"/> Develop listening skills; working to make eye contact and make sure others understand me.	<input type="checkbox"/> Listen carefully; make eye contact; repeat instructions to make sure that I understand.	<input type="checkbox"/> Listen carefully and show that I understand by answering questions well.	<input type="checkbox"/> Keep complex information in my mind over time and apply it to my studies.
Read	<input type="checkbox"/> Read written directions and school materials with assistance.	<input type="checkbox"/> Read written directions and school materials on my own.	<input type="checkbox"/> Read and understand written materials, and science and technical material on my own; ask questions where appropriate.	<input type="checkbox"/> Read difficult materials and do the tasks that go with it on my own.
Write	<input type="checkbox"/> Learning to write clearly with correct grammar.	<input type="checkbox"/> Write information in a clear, logical, legible and correct manner.	<input type="checkbox"/> Write clearly using course related terms.	<input type="checkbox"/> Write and develop term papers, newsletters and other important papers.
Math	<input type="checkbox"/> Able to perform basic math with help.	<input type="checkbox"/> Able to perform basic math on my own.	<input type="checkbox"/> Interpret and apply math and use tables, graphs, diagrams, and charts as needed.	<input type="checkbox"/> Present math explanations using tables, graphs, diagrams, or charts.

¹ SCANS is an acronym for the Secretary's Commission on Achieving Necessary Skills, which created The SCANS Report for America 2000, issued by the U.S. Department of Labor, April 1992. The report defines a set of skills and competencies necessary for success in the work-place. Survey created from a New Ways to Work Survey created for Kansas City School. Revised with permission of Steve Trippe, director, 2014.

Employability Skills Survey

THINKING SKILLS				
<i>You can think creatively. You can make decisions and solve problems. You know how to learn.</i>				
	1 Needs Work	2 Can Do OK	3 Pretty Good at This	4 Very Able
Combine Ideas or Information in New Ways	<input type="checkbox"/> Put thoughts together with help from teacher.	<input type="checkbox"/> Put thoughts together with help from teacher only once in a while.	<input type="checkbox"/> Put thoughts together on my own.	<input type="checkbox"/> Make judgments about ideas. Think about abstract ideas.
Make Decisions	<input type="checkbox"/> Make decisions with help from a teacher.	<input type="checkbox"/> Make decisions with help from teacher sometimes.	<input type="checkbox"/> Make decisions on my own.	<input type="checkbox"/> Make multiple decisions, weigh risks and benefits.
Identify and Solve Problems	<input type="checkbox"/> Identify problems with help from a teacher.	<input type="checkbox"/> Identify and solve problems on my own.	<input type="checkbox"/> Explore cause of problems and options with others when solving problems.	<input type="checkbox"/> Be a leader when finding creative solutions and system changes.
FOUNDATION SKILL: Personal Qualities				
<i>You can take personal responsibility. You think highly of yourself. You are also honest.</i>				
	1 Needs Work	2 Can Do OK	3 Pretty Good at This	4 Very Able
Attendance and Appearance	<input type="checkbox"/> Have good attendance, be on time and dress the appropriate way with some help.	<input type="checkbox"/> Have very good attendance and appearance without help from others. Be on time.	<input type="checkbox"/> Have excellent attendance and dress; attend school events.	<input type="checkbox"/> Represent my school at meetings and school events. Have excellent attendance and dress.
Manage Myself	<input type="checkbox"/> Complete tasks and projects assigned by teacher with help.	<input type="checkbox"/> Complete tasks and projects assigned by teacher.	<input type="checkbox"/> Start and complete projects on my own.	<input type="checkbox"/> Deliver high-quality school work when due.
Accept Direction and Criticism	<input type="checkbox"/> Learning to accept directions.	<input type="checkbox"/> Accept direction with a positive attitude.	<input type="checkbox"/> Accept criticism with a positive attitude.	<input type="checkbox"/> Accept and apply criticism to improve my work.
Honest and Trustworthy	<input type="checkbox"/> Keep private information to myself with help.	<input type="checkbox"/> Keep private information to myself without help.	<input type="checkbox"/> Can be trusted. Show honesty and understand why certain information must be kept private.	<input type="checkbox"/> Model good decisions about private information and with respect to others.

Employability Skills Survey

COMPETENCY: Resource Management

Time, money and materials are resources. You can manage them well.

	1 Needs Work	2 Can do OK	3 Pretty Good at This	4 Very Able
Manage Time	<input type="checkbox"/> Meet assigned class deadlines with help.	<input type="checkbox"/> Meet assigned class deadlines on my own.	<input type="checkbox"/> Set my own priorities and deadlines.	<input type="checkbox"/> Manage multiple tasks and projects.
Manages Money	<input type="checkbox"/> Manage a budget with help.	<input type="checkbox"/> Manage a budget on my own.	<input type="checkbox"/> Help establish a school or family budget and work within it.	<input type="checkbox"/> Set up and manage a school or family budget.

COMPETENCY: Interpersonal Skills

You can talk with other, fix problems between people, and manage others well.

	1 Needs Work	2 Can do OK	3 Pretty Good at This	4 Very Able
Interact with Others	<input type="checkbox"/> Can talk with others. Can talk in a conversation or in school with help.	<input type="checkbox"/> Easy to talk with others.	<input type="checkbox"/> Start conversation with others. Sometimes work on teams. Talk in front of class with ease.	<input type="checkbox"/> Lead teams of students to complete projects well and on time.
Interact with People Who May Be Difficult	<input type="checkbox"/> Know how and when to ask for help when dealing with difficult people and situations.	<input type="checkbox"/> Can deal with difficult people and situations.	<input type="checkbox"/> Can fix problems with difficult people on my own if needed.	<input type="checkbox"/> Prevent situations happening with difficult people.
Respect People's Differences	<input type="checkbox"/> Understand that people are different and the benefits of this.	<input type="checkbox"/> Understand the differences and similarities among people and appreciate these.	<input type="checkbox"/> Show that you are good at working with all sorts of people.	<input type="checkbox"/> Look for opportunities to work with people different from myself.

COMPETENCY: Information Management

You can find, interpret and communicate information. You can organize and maintain files. You can also use a computer and process information.

	1 Needs Work	2 Can do OK	3 Pretty Good at This	4 Very Able
Collect and Organize Information	<input type="checkbox"/> Learning to collect and organize information and materials needed for school.	<input type="checkbox"/> Good at putting information and materials together in clear and readable format.	<input type="checkbox"/> Organize and consider information for a paper or other presentation.	<input type="checkbox"/> Identify and find missing information based on knowing a subject well.
Interpret and Communicate Information	<input type="checkbox"/> Select the right information with occasional assistance.	<input type="checkbox"/> Analyze information in an organized way.	<input type="checkbox"/> Analyze information and communicate it in a brief way.	<input type="checkbox"/> Present information to a group using an organized format, brief language and speak clearly.

Employability Skills Survey

COMPETENCY: Systems				
<i>A system is the way things are done or organized. You understand social and business systems. You can check and correct your own business performance. You can make suggestions on how to improve the way things are done.</i>				
	1 Needs Work	2 Can do OK	3 Pretty Good at This	4 Very Able
Understand the Structure and Dynamics of the Entire Organization	<input type="checkbox"/> Be aware of my role in the school.	<input type="checkbox"/> Show that I know the role of a school in a community.	<input type="checkbox"/> Communicate well with people in various jobs and positions of leadership in your school.	<input type="checkbox"/> Communicate well the role and importance of school in society.
Recognize Health and Safety Issues	<input type="checkbox"/> Be careful and safe at school. Make healthy food choices with some help.	<input type="checkbox"/> Follow safety procedures on my own. Report unsafe activity to a leader or teacher.	<input type="checkbox"/> Recognize the importance of being safe and healthy at school. Use these skills in other situations.	<input type="checkbox"/> Be an example of good health and safety practices. Help others to understand how important these are.
Understand School Policy and Laws	<input type="checkbox"/> Learning school policies and laws.	<input type="checkbox"/> Understand school policies and relevant laws.	<input type="checkbox"/> Obey school policies and understands their impact on others.	<input type="checkbox"/> Understand school policies and their impact on the school; contribute to a positive school climate.

COMPETENCY: Technology				
<i>You can find and use the right tools for the job.</i>				
	1 Needs Work	2 Can do OK	3 Pretty Good at This	4 Very Able
Select Tools and Procedures	<input type="checkbox"/> Able to use procedures, tools and computers with supervision.	<input type="checkbox"/> Able to use procedures, tools and computers with less supervision.	<input type="checkbox"/> Able to use procedures, tools and computers without supervision.	<input type="checkbox"/> Able to decide which procedures, tools and computers to use and at the right times.
Apply Technology to Task	<input type="checkbox"/> Can identify problems that relate to technology with supervision.	<input type="checkbox"/> Can identify problems that relate to technology with very little supervision.	<input type="checkbox"/> Identify the right technology and use it to prevent problems.	<input type="checkbox"/> Use technology correctly to identify, prevent and solve problems.

Note your best employability skills and those skills you need to improve in the box below. Also note how you might build those skills that you need to improve.

Name: _____ Date: _____ Grade/Class: _____

Skills

A skill is something you learn how to do. The skills listed below are used by workers in many different jobs.

✓ **Personal skills**

1. Dependable and responsible.
2. Flexible; accept change.
3. Persistent; continue to work despite interruptions or distractions.
4. Have integrity; honest and ethical.
5. Efficient and organized.
6. Strive to be the best; competitive.

✓ **Social skills**

7. Aware of the needs and feelings of others.
8. Independent; work without someone telling you to get busy.
9. Be a good team member; work cooperatively with others.
10. Work with the people outside the school or group; work with the public.
11. Provide assistance and care to others.
12. Talk to or with others to sell something or entertain them.
13. Teach or guide others.

✓ **Movement skills**

14. Finger dexterity; get fingers to work together.
15. Manual dexterity; get hands and arms to work together.
16. Motor coordination; get fingers, hands, arms, legs, and feet to work together.
17. Stamina; be physically active for a long time.
18. Strength.
19. Move quickly between two different activities; rapid response.

✓ **Perceptual skills**

20. Detect the differences between sounds, loudness, or pitch.
21. Detect the differences between sizes, shapes, and mass.
22. Detect the differences between colors, shades, and brightness.
23. Detect the distance between objects; depth perception.
24. Visualize; form a mental picture of how something will look.
25. Creative.
26. Recognize natural or artistic beauty.

✓ **Situational skills**

27. Be calm during tense situations; tolerate stress.
28. Work in dangerous conditions; tolerate hazards.
29. Work in unpleasant conditions; tolerate discomfort.
30. Do the same things over and over; tolerate repetition.

✓ **Processing skills**

31. Follow instructions and rules to complete a task.

32. Identify items that are similar.
33. Keep records.
34. Check each item carefully; pay attention to details.
35. Make sure information is correct; verify information.

✓ **Technical skills**

36. Follow instructions to set up equipment, machines, or furniture; install.
37. Check to see that something is set up correctly; inspect.
38. Repair.
39. Figure out what is causing a problem; troubleshooting.
40. Operate or control machines.
41. Operate or drive vehicles or big equipment.
42. Use computers.
43. Write computer programs.
44. Design new equipment or change something so that it can be used in a new way.

✓ **Math and science skills**

45. Add, subtract, multiply, and divide; calculate.
46. Estimate distances, quantity, time, or costs.
47. Budget money.
48. Use math to solve problems.
49. Use scientific methods to solve problems.

✓ **Communication skills**

50. Read and understand information.
51. Write ideas and information.
52. Speak to others to share information.
53. Listen to what people are saying and ask questions.
54. Concentrate on a something despite interruptions and distractions.

✓ **Problem solving skills**

55. Find and gather information.
56. Judge whether an idea or project is successful; evaluate.
57. Give advice to others.
58. Get information to figure out a better solution to a problem; synthesize.
59. Look at the information you have and figure out how to solve a problem; analyze.
60. Plan how to get something done.
61. Learn how to do something by yourself to get new information; active learning.
62. Use your experience and knowledge.

✓ **Management skills**

63. Make sure others are safe and healthy.
64. Convince others to change how they are doing something; persuade.
65. Bring others together and try to patch up their differences; negotiate.
66. Confront others
67. Take on new responsibilities and challenges; initiate.
68. Organize people and activities; coordinate.
69. Give directions to others; lead.
70. Make decisions.
71. Determine the best way to use people, money, or materials; manage resources.
72. Accept the consequences of decisions.



What Are My Skills?

In the left column, list your activity. In the right column, list skills you learned.

Hobbies

Music, model building

Skills Learned

Reading music, playing an instrument, designing

Sports

Swimming

Skills Learned

Teamwork, following directions

Jobs

Paper route, babysitting

Skills Learned

Financial management, responsibility

Organizations/Clubs

Scouts

Skills Learned

Selling, planning

Classes

English

Skills Learned

Writing, organizing, communicating

Ask your family and friends about other skills you have.

Name: _____ Date: _____ Grade/Class: _____

If I Became....

An occupation is a group of jobs that have many things in common. For example, the people employed in an occupation such as *registered nurse* need a common set of skills and abilities. Registered nurses took a common set of courses in high school to prepare for college.

You have completed assessments and inventories that link your interests and preferences to occupations.

Now, **review your results and pick one occupation you want to learn more about.**

If I became a(n) _____
(name of the occupation)

What skills and abilities would I need for this occupation?

1. _____
2. _____
3. _____

What courses would I need to take in high school?

1. _____
2. _____

Where would I work?

1. _____
2. _____

How would I prepare after high school?

1. _____
2. _____

How much does it pay?

1. _____

Is this occupation for me? Why or Why not? Give three reasons.

1. _____
2. _____
3. _____

Name: _____ Date: _____ Grade/Class: _____

My Career Action Plan

Your career is all the education, training, and jobs you have during your entire life. You have started your career because you are getting an education in middle school. You have also made some decisions about your career. For example, you may have chosen school or community activities in which to participate.

Now is the time to start making plans for your career. Plans are based on decisions, and like decisions, they can be changed. Today, you are creating an action plan based on the career decision you made. You set a goal for what you would like to be when you grow up—an occupation. The next step is to make a plan to meet your goal.

Just like you need information to make decisions, you need information to create a career plan. *Bring the following items to your planning: Occupation file from CIS, related Career Cluster file, college admission requirements, your high school's graduation requirements, and your CIS portfolio.*

- ⇒ Follow the steps for writing an action plan. A sample career action plan is provided to guide you in your writing.
- ⇒ On a separate sheet of paper, create your career plan. Or create an enhanced podcast or PowerPoint.

Step 1: What is my career goal?

- ✓ Today, what do you want to be when you grow up?
- ✓ What is the name of the cluster or occupation?

Step 2: Who can help me with my career goal?

- ✓ Who can help you get the information you need?
- ✓ Who can answer questions you have about the occupation you have chosen?
- ✓ To whom can you talk to make sure you have made the right decision?

Step 3: How will I get to my career goal?

- ⇒ *Make a list of actions.* What will you need to do achieve your goal?
 - ✓ The occupation and career cluster files give you suggestions for courses to take and hobbies or activities in which to participate.
 - ✓ How will you prepare to work in the occupation you have chosen?
 - ✓ An important action to include is to review your career action plan every year.
 - ✓ It's okay to change your mind and change your plan.

Step 4: What could get in the way of achieving my goal and how can I get around those barriers?

- ✓ What could get in the way and wreck your career plan? You don't think you want to go to college. That would be a barrier to becoming a doctor.
- ✓ To get around this barrier, visit a college. You might see that college is a place you want to be in the future.

Step 5: When will I achieve my career goal?

- ✓ Information in the Occupation file describes how to prepare and will help you set a date.

Thoughts and reflections

⇒ *After you finish the activity, think about your career plan. You can store your reflections in two places.*

- ✓ *One is to go back to AzCIS My ECAP portfolio, **My career plan**, and fill in the fields for **My career action plan**.*
- ✓ *If you use a paper portfolio, write your thoughts below and keep the handout in your folder.*

What is your career goal?

What courses will you take in high school to achieve your goal?

What will you do after high school to achieve your career goal?

What hobbies or activities will help you achieve your career goal?



How Do I Get There?

Once you know more about who you are and what you want to do, use your career plan to help you stay on track to achieve your goals. There are many routes to your future. You can go to college, join the military, or complete an apprenticeship program.

How well you do in school matters. Make choices that will keep your options open.

In this section you will:

- ✓ **Plan for high school and beyond**
- ✓ **Gain experiences related to your goals**

Name: _____ Date: _____ Grade/Class: _____

Getting to Know My School—A Scavenger Hunt

- ⇒ Fill in all the squares to learn more about your school.
- ⇒ Find the location or the name of the person. If the answer is the name of a person, you might be asked to find that person and get his or her signature.

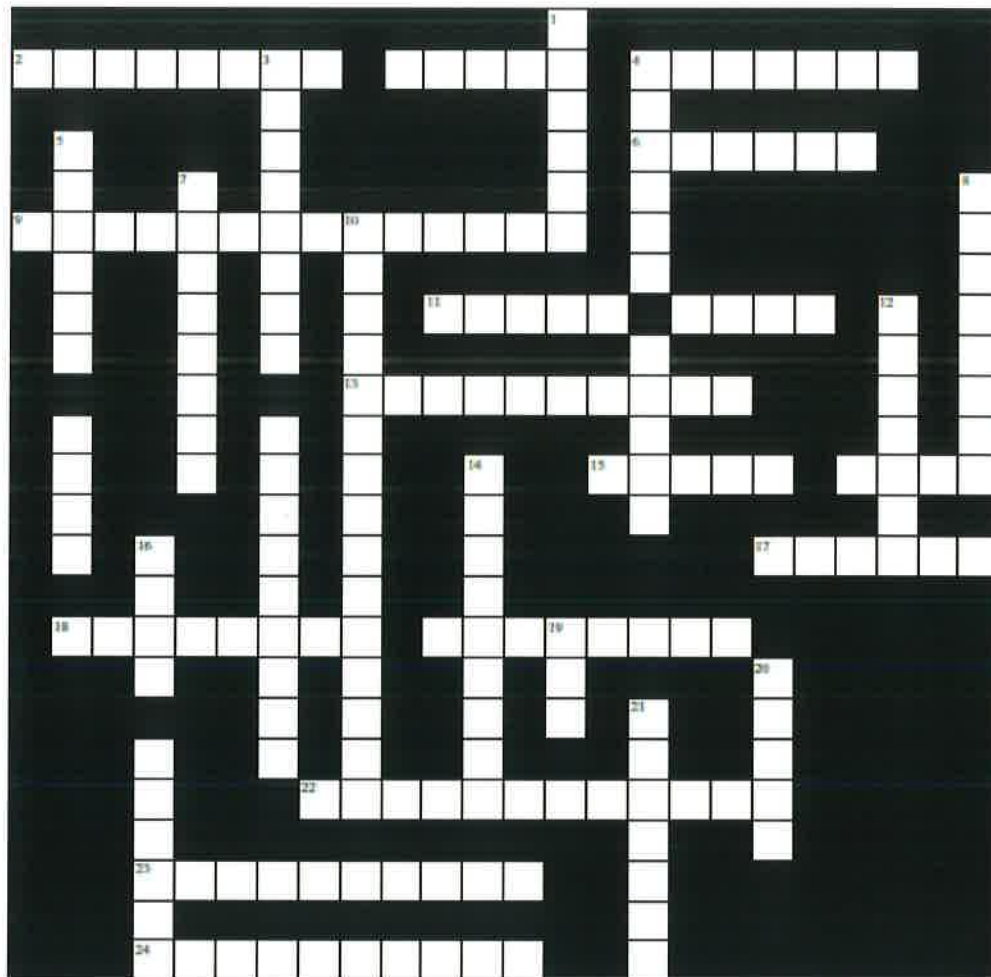
Who cleans my school each day?	Where do I find a school lunch menu?	Who do I ask to use the phone?	Who do I go to if I need to use a computer after school?	Who cooks the school lunches?
Who do I go to if I am sick and have to leave school?	Who will help me find a book in the library?	Who would I ask about a coat I lost?	Where do I meet the bus or meet my ride after school?	What do I do if I have to take a prescription during the school day?
Who will help me fix the door on my locker?	If I am absent, who do I talk to first when I return to school?	Who do I talk to if I forgot my lunch and don't have money to eat?	If I tear my pants, who will help me fix them?	If I have a problem and don't want to tell a teacher or friend, who could I talk to at school?
If I am late to school in the morning, who do I talk to first?	Who do I ask if I forget my locker combination?	Who do I talk to if I have questions about my schedule?	Where do I take something I find that does not belong to me?	Where are the bathrooms that are close to my classes?

Name: _____ Date: _____ Grade/Class: _____

High School Words to Know

Word	Definition
Transcript	Official school report with a list of your grades in the subjects you studied in high school.
GPA	Grade Point Average; average grade you earned, figured by dividing the grade points earned by the number of credits.
Credit	Recognition to show that you have completed a course; counts towards your graduation. <i>Biology is worth six credits.</i>
Prerequisite	Course that you are required to take before taking a more advanced course. <i>Algebra I is a prerequisite to Algebra II.</i>
Diploma	Document that says you have successfully completed all the requirements to graduate from high school.
Eligible	Meet the requirements to participate in sports, music, speech, and other school activities.
Department	Division of school that is related to a subject area. <i>Science department.</i>
Dress code	Set of rules that tell you what you can wear to school or school event.
Truant	Absent from school without permission.
Inservice	Training program for school employees.
Superintendent	Person who manages the school district.
School Board	Group of people elected to be in charge of the school district.
Class rank	Arrange students from highest to lowest based on their grades or GPA.
Hazing	Physically abuse, humiliate, or ridicule new students or team members.
Transfer	Withdraw from one school or class and sign up for another.
Course load	Number of courses, classes, or credits you take each semester or school year.
Dual credit	High school course that counts toward college and high school graduation.
Advanced placement	College-level courses you can take in high school.
National Honor Society	Program to recognize high school students who show achievement in scholarship, leadership, service, and character.
Extracurricular	Activities outside of regular school classes.
Suspend	Keep a student out of school for a short period of time for breaking rules.
Expel	Remove a student from school for breaking rules.
Academic progress	Records show that you are doing what is needed to move forward toward graduation.
Admissions	Process students go through to get into college.

Words for High School into Careers



Across

- 2 Program to recognize high school students who show achievement in scholarship, leadership, service, and character.
- 6 Physically abuse, humiliate, or ridicule new students or team members.
- 9 Person who manages the school district.
- 11 Arrange students from highest to lowest based on their grades.
- 13 Process students go through to get into college.
- 15 Set of rules that tell you what you can wear to school or school event.
- 17 Absent from school without permission.
- 18 Records show that you are doing what is needed to move forward toward graduation.
- 22 Course that you are required to take before taking a more advanced course.
- 23 Division of school that is related to a subject area.
- 24 Official school report with a list of your grades in the subjects you studied in high school.

Down

- 1 Recognition to show that you have completed a course; counts towards your graduation.
- 3 College-level courses you can take in high school.
- 4 Group of people elected to be in charge of the school district.
- 5 Number of courses, classes, or credits you take each semester or school year.
- 7 Withdraw from one school or class and sign up for another.
- 8 Meet the requirements to participate in sports, music, speech, and other school activities.
- 10 Activities outside of regular school classes.
- 12 Document that says you have successfully completed all the requirements to graduate from high school.
- 14 Training program for school employees.
- 16 High school course that counts toward college and high school graduation.
- 19 Average grade you earned, figured by dividing the grade points earned by the number of credits.
- 20 Remove a student from school for breaking rules.
- 21 Keep a student out of school for a short period of time for breaking rules.

Arizona High School Graduation Requirements

The table below summarizes the minimum credit requirements for high school graduation in Arizona for the graduating class of 2017 and beyond. Please note that school districts and charter schools may, at their discretion, establish additional graduation credit requirements for their students.

<i>Class of 2017 and Beyond</i>	
English or English as a Second Language	4 credits
Mathematics ⁽¹⁾ ⁽²⁾	4 credits
Science ⁽³⁾	3 credits
Social Studies ⁽⁴⁾	3 credits
Fine Arts or Career and Technical Education	1 credit
Electives	7 credits
Total	22 credits

⁽¹⁾ Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools.

⁽²⁾ The Algebra II requirement may be modified using a Personal Curriculum as outlined in R7-2-302.03.

⁽³⁾ Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.

⁽⁴⁾ Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.

Name: _____ Date: _____ Grade/Class: _____

What Courses Should I Take?

Electives are courses you choose to take in high school. You are not required to take them. Electives provide you with great opportunities. Electives give you a chance to:

- ✓ Try something you have always wanted to do. For example, you might want to try drawing or want to know how to do basic repairs on a car.
- ✓ Learn skills you will need in the future. For example, most jobs and colleges require you to be able to use basic computer programs and technology.
- ✓ Take courses to prepare you for your future career goals
- ✓ Find subjects that interest you.
- ✓ Take course related to your strengths.
- ✓ Prepare for admission to college. Taking electives show colleges you are willing to stretch your learning beyond the basics.

⇒ ***Six-step model presented below to help you choose the course(s) to take.***

Decisions can be changed. Today, you will decide to take a course. But next semester or next year you may change your mind. That is okay. At least once a year, review the decisions you have made about your course plan.

⇒ ***Complete each step by answering these questions. Write the responses on a separate piece of paper.***

Step 1: Identify the decision to be made.

- Courses to take.

Step 2: Know yourself.

- What are your interests and preferences?
- What skills do you like to use?
- Review the information in your portfolio and career plan.
- What are your favorite subjects?
- What do you enjoy doing and what are your passions?
- Are you planning to go to college?

Step 3: List your options.

- What courses are you considering?

Step 4: Gather information about your options.

- What information will help you make your decision?
- What are the graduation requirements for your school?
- What are the suggested courses for the occupations(s) in which you have an interest?
What are the admission requirements for the colleges in your state?
- What are your passions?

Step 5: Evaluate each option.

- What are the advantages and disadvantages for each course?
- How does each course relate to the information you gathered?
- What are the consequences for taking each of the courses?

Step 6: Make your decision.

- What course is best for you to take?

Name: _____ Date: _____ Grade/Class: _____

Relating My Education to My Goals

Earlier in this workbook, you did activities to help you begin setting career goals by listing clusters and occupations that interest you. This activity will help you find and record information on the preparation requirements for your goals.

High school offers new opportunities.

You can select some of the courses you are going to take. You can also get involved in other activities, like clubs, community service, and career-related learning. All these activities offer the chance to learn more about yourself and more about your interests. All of them begin preparing you for your future.

By understanding the requirements to reach your goals first, you will be able to make the most of your high school years.

Complete the worksheet on the back.

After you complete your research on these goals, you will be able to better you're your high school courses.

GENERAL GUIDE TO COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION AND COLLEGE	
Subject	
English	4 credits
Mathematics	4 credits
Social Studies	3 credits
Science	3 credits
Fine Arts/ CTE	1 credit
Electives	7 credits
22 Credits	

Your Signature: _____ Reviewed by: _____



OCCUPATION GOALS RESEARCH

This worksheet will help you find and record information on requirements for your occupation goals. Find the AzCIS occupation and career cluster titles for your goals if you have not already have them. Then use the information from earlier activities such as the "My Career Action Plan" and "What Courses Should I Take?" activities to complete the worksheet.

Occupation Title or Cluster Title (draw line between occupations)	Preparation (list options and circle your preferred route)		Helpful High School Courses (* Very important; list any unique course title especially in "Other")				
	Formal 2-year, 4- year, Career, Technical, Military	Other Work Experience, on the job,	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER

My High School Course Plan

Take the next step in your career—create a course plan for high school. High school education is an important part of a career. A course plan is like a giant action plan. When you create your course plan, you will set short-term and long-term goals. A short-term goal might be to successfully complete Algebra I. A long-term goal would be to graduate from high school.

Remember, you can change your mind about the courses to take in high school. Each school year review your plan.

- ⇒ *Making a course plan for one year or for many years requires preparation and decision-making. Gather the following information.*
 - ✓ *List of subject areas your school uses.*
 - ✓ *List of courses you have to take (required courses) and courses you can choose to take (elective courses).*
 - ✓ *High school graduation requirements.*
 - ✓ *Printout of your CIS portfolio Account.*
 - ✓ *Your career plan.*
 - ✓ *Admission requirements for colleges in your state.*

- ⇒ *Once you have gathered the information, the first step is to fill in the **Course information plan**.*

- ⇒ *The next step is to fill in your **High school course plan**. Use the **Course information plan** to guide you.*

- ⇒ *You can store your plan in two places.*
 - ✓ *One is to go back to AzCIS My ECAP portfolio, **My course plan**, and fill in the **Course plan**.*
 - ✓ *If you use a paper portfolio, save the **High school course plan** below and keep the handout in your folder.*

Course information

Subject area	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career plan, career cluster(s) and/or occupations	Courses required to get into college

Course information-2

Subject areas	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career Plan, Career Cluster(s) and/or Occupations	Courses required to get into college

Name: _____ Date: _____ Grade/Class: _____

Should I Join?

Are you bored? Sick of watching reruns on television? Want to be with people your own age? *Take some time to see what is out there for you to join.* Schools and communities offer several extracurricular activities for middle school students.

⇒ *Consider volunteering and doing community service.*

Benefits of extracurricular activities

- ✓ So, what is in it for you?
 1. Explore your interests.
 2. Spend time with people who share your interests.
 3. Find new friends.
 4. Meet people who are different from you.
 5. Learn about different occupations.
 6. Gives you something to do.
 7. Learn how to work with others.
 8. Learn to manage your time.
 9. Looks good on college, scholarship, and job applications.
- ✓ Students who participate in extracurricular activities tend to develop good study habits. As a result, they get better grades. Because the students are busy, they are less likely to smoke, drink, or use drugs.

Find the right activity

⇒ *Learn about the activities that are offered in your school and community. Ask other students about their experiences. Think about your interests, skills, and time. Ask yourself the following questions.*

1. What are my interests?
2. What new skills do I want to learn?
3. Am I taking a class that requires extra study time?
4. Do I need to focus on my grades?
5. How will I get to and from the activity?
6. Will I get the sleep I need?
7. Will I have time to relax?
8. Will I have time to spend time with my family?

⇒ *Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join.*

1. Do I have to be a certain age or in a certain grade to join the activity?
2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?
3. Do I need a physical to join the activity?
4. Do I have to get certain grades to join or stay in the activity?
5. How much time is this activity going to take? How often will the group meet? Practice? Travel?

Should I join?

⇒ *Think of two or three activities or clubs you might join. Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join. Fill out a sheet for each of the activities.*

What activity are you thinking of joining?

Who is the advisor, coach, or sponsor of this activity?

⇒ *Talk with the advisor, coach, or sponsor to get answers for the following questions.*

1. Do I have to be a certain age or in a certain grade to join the activity?

2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money?

3. Do I need a physical to join the activity? _____
4. Do I have to get certain grades to join or stay in the activity? _____
5. How much time is this activity going to take? How often will the group meet, practice, or travel?

6. Are you going to join? Why or why not?

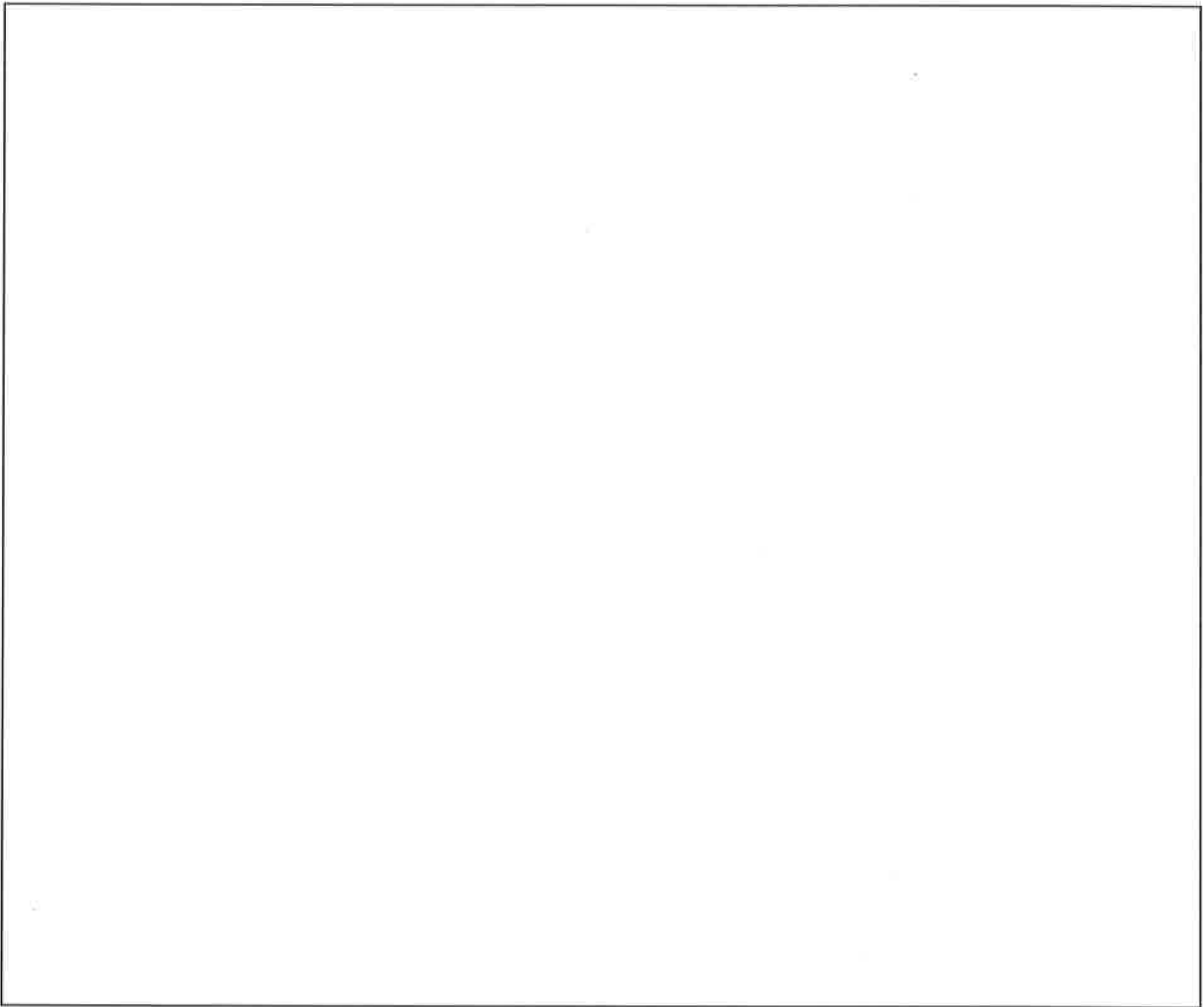
Thoughts and reflections

⇒ You can store your reflections in two places.

- ✓ One is to go back to your AzCIS My ECAP portfolio, **My career plan**, and fill in the field for **Should I join?**
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ After you finish the activity, think about what you have learned.

- ✓ What are two activities, clubs, or hobbies you would like to try before you go to high school?



Congratulations!

You have completed the AzCIS Jr. Workbook!

Now that you have completed the workbook, you should have a good idea of the kinds of occupations you are interested in. You should have a plan in place for what classes you need to take in high school. Now that you know how to navigate AzCIS Jr. you can continue on with your career planning and exploration into high school, college, and beyond.

Want to Learn More?

Visit - <https://portal.azcis.intocareers.org>

A special thanks to the Montana Career Resource Network for sharing this resource with the Arizona Department of Education.