

What are Career Awareness Standards?

Career Awareness Standards are aimed primarily at students from Kindergarten to Fourth Grade. Students become familiar with careers through learning that connects classroom instruction to future work. This includes an understanding of the world of work and the knowledge and skills needed for traditional and nontraditional jobs and careers. Students will be able to identify why people work and discuss how work can help a person achieve personal goals. They will identify various life roles and civic and work-related activities in the school, home, and community. Students will come to understand why people work, and what is necessary to pursue careers and occupations. Students will also appraise their personal likes and dislikes and identify careers that might be suited to them.

What are Career Exploration Standards?

Career exploration standards are aimed primarily at students from Fifth to Eighth grade. Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge, and skills needed to pursue occupations and careers. Students will evaluate their personal abilities, interests, and motivations and discuss how they might influence job and career selection. They will identify common knowledge, skills, and abilities needed within career clusters. They will identify high school and CTE courses and programs that support their career or occupation of choice and develop an ECAP that includes information on their areas of interest.

How were the Career Awareness and Career Exploration Standards developed?

A Career Literacy Committee, composed of teachers, administrators, program specialists, and other interested parties, was created to explore the possibility of extending career literacy into elementary and middle school. The committee identified the knowledge and skills necessary for career awareness and career exploration in K-8. Once assembled, and formatted, the career awareness and career exploration standards are presented to the Arizona Career and Technical Education Quality Commission for their endorsement. Once approved, they will be posted on the CTE website and disseminated to teachers.

Career Literacy Committee

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Career Awareness (K-2)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- Career-connections learning strategies
- Classroom career speakers
- Introduction to Arizona career fields and pathways

Career Awareness

Career awareness includes an understanding of the world or work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

1. Identify reasons why people work and discuss how work can help a person achieve personal goals.
2. Identify various life roles and civic and work-related activities in the school, home, and community.
3. Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
4. Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
5. Locate career information using a variety of resources.
6. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Arizona's Proposed Career Awareness Standards for Grades K-2		Questions	Strategies and Resources
1.0 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS			
<i>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</i>		<ul style="list-style-type: none"> • How do I solve problems? • How can I make good choices or decisions? • Is it a big problem? Or a small problem? 	<ul style="list-style-type: none"> • Read books and discuss character decisions • Science experiment • Social and emotional learning
1.1	Recognize and solve problems using best available resources.		
1.2	Identify and follow steps of the decision-making process to solve problems and make choices.		
1.3	Evaluate if a decision is good or bad, appropriate or inappropriate.		
1.4	Use digital web-based resources, gather data to make informed choices and solve problems.		
1.5	Apply critical thinking and problem-solving skills to different situations.		
2.0 COLLABORATION, TEAMWORK, AND LEADERSHIP			
<i>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</i>		<ul style="list-style-type: none"> • Why do I need to work with others? • How do we work with others? • Can you think of a way to work with others? 	<ul style="list-style-type: none"> • Social contracts • Class rules • Playground rules • Sports
2.1	Develop collaboration skills to interact cooperatively with others.		
2.2	Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.		
2.3	Apply collaborative skills to group activities.		

		<ul style="list-style-type: none"> • How should we work with others? • What would you do if your partner and you don't agree? • How does working together help the group? • How does working together help you? 	<ul style="list-style-type: none"> • Art projects • Examples of jobs where you need to work in groups or alone
3.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION			
<i>Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</i>		<ul style="list-style-type: none"> • What communication skills do I need to learn to work with others at home, in school, and in the community? • How do I recognize someone has hurt me? • What does it mean to listen with an open mind? • How do you get to know someone different to you? • How do you let others know when you need something? • How do you get to know someone different than you? • What is something special about your family? 	<ul style="list-style-type: none"> • Show and tell • Research different cultures • Interview someone in class and introduce them to everyone
<i>Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</i>			
3.1	Utilize illustration to effectively communicate ideas.		
3.2	Explain effective communication skills for presenting to an audience.		
3.3	Demonstrate how to communicate with respect for the beliefs and feelings of others.		
3.4	Exhibit good oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs and physically and mentally challenged individuals.		
3.5	Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.		
4.0 COMMUNICATION AND MEDIA FLUENCY			
<i>Digital media are modern tools used for local and global communication.</i>		<ul style="list-style-type: none"> • Where are safe places on the internet? • How do you know if it's a safe site? • How do you use digital communication? • What is digital communication? • How do individuals use digital communication? How do groups and/or organizations use digital communication? 	<ul style="list-style-type: none"> • Be internet Awesome
<i>There are ethical and unethical uses of communication and media.</i>			
4.1	Identify ways to be safe online.		
4.2	Discuss examples of things that are safe to share online.		
4.3	Use digital media as a communication tool in classroom activities.		

5.0		ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS	
<i>The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</i>		<ul style="list-style-type: none"> • What work behaviors do I need to learn and develop at home, school, and in community? • Why do I need to be accountable? • What is productivity? • What are performance goals? • Why are rules important at home, in school, and in community? 	<ul style="list-style-type: none"> • Classroom jobs • Fundraisers / Drives • Sports
<i>Ethical behaviors support human rights and dignity in all aspects of life.</i>			
5.1	Describe personal responsibility and goals. Identify situations at home, in school, and in community where these are important.		
5.2	Describe the importance of goals.		
5.3	Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity (e.g., star chart).		
5.4	Give examples of rules at home, in school, and in community, and explain how they protect individuals and groups.		

Strategies

- Identify career interests, abilities, and skills.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Demonstrate respect for the feelings and beliefs of others in personal friendships, schoolmates, adults, and the work environment.
- Demonstrate skills in responding to criticism from peers and teachers.
- Describe responsibility and responsible behavior.
- Explain why goals are valuable.
- Identify the resources available to achieve goals.
- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, exhibiting pride in work.
- Describe how one's behavior influences the feelings and actions of others.

Career Awareness (2-4)

Students become familiar with careers through learning that connects classroom instruction to future work. Career awareness strategies show students various types of careers and stimulate interest in future work.

- Workplace visits with interviews
- Career-connections learning strategies
- Classroom career speakers
- Introduction to Arizona career fields and pathways

Career Awareness

Career awareness includes an understanding of the world or work and the knowledge and skills needed for traditional and nontraditional jobs and careers.

7. Identify reasons why people work and discuss how work can help a person achieve personal goals.
8. Identify various life roles and civic and work-related activities in the school, home, and community.
9. Appraise personal likes and dislikes and identify careers that might be suited to personal likes.
10. Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
11. Locate career information using a variety of resources.
12. Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Arizona's Proposed Career Awareness Standards for Grades 2-4		Questions	Strategies and Resources
1.0	CRITICAL THINKING AND PROBLEM-SOLVING SKILLS		
	<i>The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</i>	<ul style="list-style-type: none"> • How do I solve problems? • What are the steps in decision-making process? • How can I make good choices or decisions? • How do I know that resources are best? 	<ul style="list-style-type: none"> • Model evaluation techniques • Read books and discuss character decisions • Science experiments
1.1	Recognize and solve problems using best available resources.		
1.2	Identify and follow steps of the decision-making process to solve problems and make choices.		
1.3	Evaluate decisions.		
1.4	Use digital web-based resources, gather data to make informed choices, and solve problems.		
1.5	Apply critical thinking and problem-solving skills to situations at home and in the classroom.		
2.0	CREATIVITY AND INNOVATION		
	<i>Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.</i>	<ul style="list-style-type: none"> • What is brainstorming? 	

2.1	Use brainstorming techniques individually and in groups to enhance creativity on assigned tasks.	<ul style="list-style-type: none"> How do we think of ideas? 	<ul style="list-style-type: none"> Discuss inventions Evaluate common problems and brainstorm ideas to fix them
3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP			
<i>Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</i>		<ul style="list-style-type: none"> Why do I need to work with others? How do we work with others? Can you think of a way to work with others? How should we work with others? What would you do if your partner and you don't agree? How does working together help the group? How does working together help you? 	<ul style="list-style-type: none"> Examples of jobs where people work along vs. together
3.1	Develop collaboration skills to interact cooperatively with others.		
3.2	Demonstrate and explain how collaboration skills support working effectively with others.		
3.3	Demonstrate skills in working together, compromise, expressing opinions and responding to criticism.		
3.4	Apply collaborative skills to group activities in and out of the classroom and explain the benefit to the individual and the group.		
4.0 CROSS-CULTURAL UNDERSTANDING AND INTERPERSONAL COMMUNICATION			
<i>Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</i>		<ul style="list-style-type: none"> What communication skills do I need to learn to work with others at home, in school, and in the community? How do I recognize someone has hurt me? What does it mean to listen with an open mind? How do you get to know someone different than you? How do you let others know when you need something? 	<ul style="list-style-type: none"> Explore different cultures Create a presentation for class Identify future aspirations and discuss how they fit their wants and needs.
<i>Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</i>			
4.1	Develop effective written and/or oral communication skills for face-to-face and online communications.		
4.2	Explain effective communication skills for presenting to an audience.		
4.3	Demonstrate how to communicate with respect for the beliefs and feelings of others.		
4.4	Exhibit good oral and written communication skills that include being courteous, showing respect and empathy for others, cooperating with and assisting others, accepting and following directions, performing as a team member, and showing respect for cultural diversity, individuals in nontraditional jobs, and physically and mentally challenged individuals.		
4.5	Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately.		

5.0		COMMUNICATION AND MEDIA FLUENCY	
<i>Digital media are modern tools used for local and global communication.</i>		<ul style="list-style-type: none"> How can I use digital media ethically to communicate effectively at home, in the classroom, and in the community? How do you use digital communication? What is digital communication? How do individuals use digital communication? How do groups and/or organizations use digital communication? What is appropriate to share on the internet? 	<ul style="list-style-type: none"> Have students craft emails Discuss safe sites vs. unsafe sites on the internet Discuss cyberbullying Have students do research and present their findings
<i>There are ethical and unethical uses of communication and media.</i>			
5.1	Identify modern digital media tools that are used for local and global communication.		
5.2	Discuss examples of digital media communication and how it is used daily in different settings.		
5.3	Identify ways to stay safe on the internet.		
5.4	Use digital media as a communication tool in classroom activities.		
6.0		ACCOUNTABILITY, PRODUCTIVITY, AND ETHICS	
<i>The nature of the modern workplace has shifted, demanding greater individual accountability, productivity, and collaboration.</i>		<ul style="list-style-type: none"> What work behaviors do I need to learn and develop at home, school, and in community? Why do I need to be accountable? What is productivity? What are performance goals? Why are rules important at home, in school, and in community? 	<ul style="list-style-type: none"> Talk about goals Set short-term and long-term goals Write a letter to future self Discuss chores or classroom jobs
<i>Ethical behaviors support human rights and dignity in all aspects of life.</i>			
6.1	Describe accountability and productivity. Identify situations at home, in school, and in community where these are important.		
6.2	Describe the importance of goals.		
6.3	Set personal goals and track progress for assigned responsibilities on a classroom project or extracurricular activity.		
6.4	Give examples of rules at home, in school, and in community, and explain how they protect individuals and groups.		
7.0		DESCRIBE THE FUNDAMENTAL PRINCIPLES OF MONEY	
<i>Financial literacy is an essential personal and professional skill.</i>		<ul style="list-style-type: none"> Why do I have to work? What are different types of money? How do people use money? How do people earn money? What are some things people spend money on? What is the difference between wants and needs? How do you save money? 	<ul style="list-style-type: none"> Create a classroom currency or school-wide currency Mimic jobs and income
7.1	Identify types of currency (e.g., paper money, coins, etc.).		
7.2	Describe functions and purpose of money.		
7.3	Describe sources of income.		
7.4	Describe common financial needs.		
7.5	Explain how income affects lifestyle and spending choices		
7.6	Set financial goals		

Strategies

- Identify career interests, abilities, and skills.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others.
- Describe how one's behavior influences the feelings and actions of others in personal relationships and work environment.
- Demonstrate respect for the feelings and beliefs of others in personal friendships, schoolmates, adults, and the work environment.
- Demonstrate skills in responding to criticism from peers and teachers.
- Describe responsibility and responsible behavior.
- Explain why goals are valuable.
- Identify the resources available to achieve goals.
- Demonstrate positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, exhibiting pride in work.
- Dress for success. Demonstrate what different professions wear on the job.
- Describe the relationship between positive work attitudes and success. This includes demonstrating initiative, self-confidence, patience, dependability, honesty and integrity, controlling emotions, demonstrating a willingness to learn, getting along with others, exhibiting pride in work.
- Describe how one's behavior influences the feelings and actions of others.

CAREER EXPLORATIONS (5-8)

Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge, and skills needed to pursue occupations and careers.

1. Develop an ECAP that includes information about career areas of interest.
2. Identify common knowledge, skills, and abilities needed within career clusters.
3. Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
4. Identify high school and CTE courses and programs that support career or occupational areas of interest.
5. Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
6. Evaluate communication, collaboration, and leadership skills, and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.
7. Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.
8. Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.
9. Inventory the requirements for entering different career areas of interest using online job information and determine why those requirements are needed for success in a chosen career.
10. Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources.
11. Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.
12. Use online state and federal agency resources to identify jobs that are permitted or prohibited for minors.
13. Analyze a past or current local, national, or international incident that violated professional, legal, and/or ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.
14. Relate academic achievement and course planning to secondary opportunities.
15. Recognize that an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
16. Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).
17. Critical Thinking and problem-solving skills—the ability to recognize a problem and apply critical-thinking skills to develop solutions.

The ability to recognize a problem and apply critical thinking skills to develop solutions.

1.0 CAREER RESEARCH	
<i>The opportunity to explore career pathways through self assessment and identification of interests and values of unique career preferences.</i>	
1.1	Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).
1.2	Explain what is mean by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.
1.3	Inventory the requirements for entering different career areas of interest using online job information and determine why those requirements are needed for success in a chosen career.
1.4	Compare and contrast how traditional and non-traditional occupational roles have changed or remained the same regionally, nationally, and globally.
1.5	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
1.6	Identify common knowledge, skills, and abilities needed within career clusters.
1.7	Relate academic achievement and course planning to secondary opportunities
<ul style="list-style-type: none"> • What are common skills needed across all jobs/careers? • How do your abilities and interests influence your career choice? • What’s the difference between jobs and careers? • What are some requirements to enter a job/career of your choice? 	
2.0 CRITICAL THINKING AND PROBLEM SOLVING SKILLS	
<i>The ability to recognize a problem and apply critical thinking skills to develop solutions</i>	
2.1	Develop strategies for productive behaviors that impact critical thinking and problem-solving skills.
2.2	Implement problem-solving strategies to solve a problem in school or real-world situations.
2.3	Compare and contrast different strategies used in various organizations to solve problems.
2.4	Design and implement a personal problem-solving plan using one or more problem-solving strategies.
<ul style="list-style-type: none"> • What strategies do I use to solve problems? • How can I make good choices or decisions? • What resources can I use to make decisions? How do I know what resources are the best (i.e. people, technology, community)? 	
3.0 COLLABORATION, TEAMWORK, AND LEADERSHIP	
<i>Collaboration and teamwork enable individuals or groups to achieve common goals and develop leadership skills.</i>	
3.1	Determine an individual’s responsibility for personal actions and contributions to group activities.
3.2	Demonstrate the use of compromise, negotiation, and community-building strategies for carrying out tasks, assignments, and projects.
3.3	Model leadership skills during classroom and extra-curricular activities.
<ul style="list-style-type: none"> • How do you foster collaboration and teamwork? • How do you define personal responsibility? • How do you resolve conflict to solve a problem? • What makes a good leader? 	

4.0 INTERPERSONAL COMMUNICATION		
<i>Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.</i>		
<i>Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.</i>		
4.1	Demonstrate the ability to understand others using verbal and non-verbal communication.	<ul style="list-style-type: none"> • How do you effectively communicate to avoid misunderstanding? • How does my personal behavior, dress, attitudes, and other choices impact the success of failure of a job applicant? • How do you show respect for cultural differences?
4.2	Use effective communication skills in person and online interactions with peers and adults from home and from diverse cultures.	
4.3	Examine how communication in different cultures and generations in the workplace may result in misunderstanding.	
4.4	Use digital media effectively to enhance communication	
5.0 TECHNOLOGY		
<i>The impact of technology in the workplace.</i>		
5.1	Explore the role of technology in the workplace.	<ul style="list-style-type: none"> • How has technology impacted the workplace? • What are some technology tools used in the different jobs? • What does my digital footprint say about me?
5.2	Examine how technology has impacted the workplace (i.e. skills, jobs).	
5.3	Explore industry-recognized technology tools (i.e. Microsoft Office, etc.)	
5.4	Engage in positive, safe, legal, and ethical behavior when using technology including social interactions online.	
6.0 ACCOUNTABILITY AND ETHICS		
<i>Individual accountability and ethical behaviors expected in the workplace.</i>		
6.1	Demonstrate and describe appropriate work habits and interpersonal skills needed to obtain and retain employment.	<ul style="list-style-type: none"> • Why is it important that I take accountability and responsibility for my actions? • Why is ethical behavior important (i.e. home, work, school)?
6.2	Demonstrate and describe ethical and unethical behavior.	
7.0 PERSONAL RESPONSIBILITY		
<i>Individual responsibility and skills expected in the workplace.</i>		
7.1	Identify the importance of personal appearance in a variety of settings?	<ul style="list-style-type: none"> • What does your personal appearance say about you? • How well do you manage your time? • How do I prioritize my spending? • How will my career choice support my wants and needs?
7.2	Demonstrate effective time management.	
7.3	Explain wants vs. needs.	
7.4	Analyze the relationship between education, income, and job opportunities.	
7.5	Create a budget and examine the benefits of budgeting.	