

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
- [Click here](#) for K-2 Career Literacy Standards

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.

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
- [Click here](#) for Grades 2-4 Career Literacy Standards

Career Awareness

Career awareness continues from the K-2 framework which 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.

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 the 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 Exploration (5-8)

Career exploration includes an investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, knowledge, and skills needed to pursue occupations and careers. [Click here](#) for Grades 5-8 Career Literacy Standards. Note: [Arizona CTE Professional Skills](#) are taught as an integral part of the Career Literacy Program.

Strategies

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 solution.