



# CAREER AWARENESS

## Grades K-5

The **Arizona Career Literacy Standards** were created in 2019 and updated and renamed **Career Awareness for Grades K-5** in December 2024. The standards prepare students for middle school career exploration. This update includes knowledge and skills needed for employment and career discovery opportunities.

Definitions and teaching strategies are at the end of this document.

i.e. explains or clarifies the content, e.g. provides examples of content that should be taught.

This content will be reviewed and updated as appropriate – the last update was December 13, 2024.

### 1.0 DEVELOP COMMUNICATION SKILLS

- 1.1 Explore the purpose and different forms of communication (i.e., written, nonverbal, digital, visual, verbal)
- 1.2 Discuss appropriate behaviors and etiquette of formal communication with a focus on active listening and constructive interactions
- 1.3 Identify personal wants, needs, and feelings, and demonstrate how to communicate them appropriately
- 1.4 Practice sharing ideas through verbal, visual, and written communication (i.e., organizing thoughts, speaking slowly and clearly, etc.)
- 1.5 Demonstrate active listening skills by asking thoughtful and relevant questions, paraphrasing messages, respectfully engaging with others' ideas, and using appropriate eye contact, body language, and attention
- 1.6 Demonstrate grade-level oral and written communication skills

### 2.0 DEVELOP PROBLEM-SOLVING SKILLS

- 2.1 Discuss the benefits of problem-solving (i.e., better decisions, cost saving, conflict resolution, etc.)
- 2.2 Summarize steps of the decision-making process (e.g., define the problem; determine the cause of the problem; identify, prioritize, and select alternative solutions; and implement a solution)
- 2.3 Demonstrate brainstorming techniques individually and in groups to generate creative solutions for assigned tasks
- 2.4 Identify resources, including trusted experts and reliable tools, to support informed decisions to solve problems
- 2.5 Evaluate the outcomes of decisions and determine their appropriateness

### 3.0 PRACTICE TEAMWORK AND LEADERSHIP SKILLS

- 3.1 Identify strengths, talents, and skills of team members need to complete projects at school and in the community
- 3.2 Discuss the value of teamwork and team member roles (e.g., leader, timekeeper, scribe, materials manager, etc.)
- 3.3 Define personal leadership skills that promote teamwork (e.g., inclusion, compromising, expressing opinions, and responding to criticism)
- 3.4 Practice roles and behaviors that facilitate teamwork with peers (i.e., active listening, empathy, respecting opinions, expressing opinions, etc.)
- 3.5 Work in teams to accomplish a common goal

### 4.0 INVESTIGATE TECHNOLOGY USAGE IN THE WORKPLACE

- 4.1 Discuss the role of technology in the workplace (i.e., automation, efficiency, etc.)
- 4.2 Identify digital tools used in local and global workplaces (i.e., MS Office, Google Docs, webmail, calendars, electronic timecards, CAD software, animation tools, etc.)
- 4.3 Practice formal and appropriate messaging using digital tools (i.e., email greeting, body, and closing, presentations, social media, etc.)

- 4.4 Discuss internet dangers (i.e., phishing, bullying, scams, etc.) and identify online safety practices (i.e., practice safe browsing, use strong passwords, protect personal information, etc.)
- 4.5 Demonstrate digital citizenship skills (e.g., use technology responsibly, safely, and respectfully)
- 4.6 Demonstrate grade-level technological literacy, media literacy, and digital citizenship to build transferable skills that adapt to changing technology (i.e., AZ EdTech and ISTE standards)

## **5.0 EXPLORE THE WORLD OF WORK AND DISCOVER NEW CAREERS**

- 5.1 Investigate the world of work and why people work (i.e., workforce composition, employee skills related to career requirements, community connections, economic value, etc.)
- 5.2 Discuss how workers enter the job market (i.e., searching, applying, interviewing, meeting requirements for the position, etc.)
- 5.3 Describe appropriate work habits to obtain and retain a job (i.e., attendance, attitude, time management, dress, performance, cleanliness, etc.)
- 5.4 Discuss how skills learned in school prepare students for future employment (i.e., attendance, reading, collaboration, writing, math, etc.)
- 5.5 Connect personal interests, strengths, hobbies, and values that can match jobs or careers
- 5.6 Explore jobs, occupations, and careers to understand the value of all careers to society
- 5.7 Characterize the knowledge and skills required for a variety of career fields
- 5.8 Define entrepreneurialism
- 5.9 Investigate entrepreneurship as a career option (i.e., choosing to start and run your own business, taking on the responsibility of creating a product or service, etc.)
- 5.10 Research young entry-level worker trends (i.e., progression into better paying jobs in career fields)

## **6.0 EXPLORE ACCOUNTABILITY AND PRODUCTIVITY SKILLS RELATED TO THE WORLD OF WORK**

- 6.1 Identify examples of personal responsibility at school and in the community (i.e., listen and follow directions, meet expected standards, make educated choices, ask for help when needed, etc.)
- 6.2 Discuss how character strengths of fairness, respect, and contributing to the common good can impact self and community
- 6.3 Summarize the components of a personal wellness plan (i.e., healthy diet, exercise, managing stress, etc.)
- 6.4 Identify strategies to ensure that tasks are completed on time (i.e., prioritizing, time management, planning, etc.)
- 6.5 Practice personal management skills necessary to be a good student (i.e., attendance, grades, goal setting, etc.)

## **7.0 ESTABLISH A FUNDAMENTAL UNDERSTANDING OF MONEY**

- 7.1 Discuss the purpose of money related to needs vs. wants
- 7.2 Describe types of currency and conversion rates (i.e., local, global, trading, etc.)
- 7.3 Outline ways to earn money (i.e., gifts, allowances, paid-for chores, etc.) and save money (i.e., make a budget, open a bank account, consider investments, pay with cash, not credit, etc.)
- 7.4 Investigate different ways people get paid for labor (i.e., hourly wages, yearly salaries, commissions, tips, etc.)
- 7.5 Explore how people can enhance their income potential by gaining new knowledge, skills, and experience
- 7.6 Summarize how and why income, goods, and services are taxed
- 7.7 Demonstrate grade-level math skills and explain how these skills are used in careers

## DEFINITIONS

**Career Literacy.** Career education in the areas of Career Awareness (K-5), Career Exploration (6-8), and Career Preparation (9-12).

**Career Awareness Skills.** Discover new careers, investigate the world of work, practice professional/employability skills, and character development.

**Career.** An occupation selected based on individual preferences that requires education, training, professional memberships, and volunteer work. A career is the history of work for a significant period of a person's life that often has growth opportunities.

- Occupation - a specific type of work or field (e.g., lawyer, musician, or contractor).
- Jobs - work done for pay that may or may not relate to a desired career.

**Career Clusters.** An organizing tool for occupations. (e.g., The national career clusters; [careertech.org/career-clusters](http://careertech.org/career-clusters))

**Career Pathways.** A smaller group of jobs within a career cluster that uses similar skills.

Teacher → curriculum coordinator → assistant principal → principal.

Retail Sales associate → cashier → assistant manager → store manager → regional manager.

**Career and Technical Student Organizations (CTSO).** CTSO's are an integral requirement for high school CTE programs that encourage excellence in scholarship, build character, promote citizenship, volunteerism, and patriotism, endorse cooperation and cooperative attitudes and provide opportunities through internships, camps, and leadership conferences. The Arizona CTOS are DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA.

**Early Career and Technical Education (eCTE) K-8.** Preparation for high school CTE programs that contain academic and employability skills.

**Industry.** A grouping of similar businesses.

## TEACHING STRATEGIES

### 1.0 DEVELOP COMMUNICATION SKILLS

*Effective communication skills convey the intended meaning to others and assist in preventing misunderstandings.*

#### Grades K-5

- Research different cultures.
- Show and tell opportunities.
- Interview someone in the class and introduce them to everyone.
- Roleplay to practice communication forms (verbal/nonverbal).
- 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.
- Discuss how one's behavior influences the feelings and actions of others.
- Practice active listening in feedback circles.
- Communication strategies involving respect and caring, [CHARACTER COUNTS!® Six Pillars of Character](#)

#### Grades 4-5

- Explore different cultures.
- Create and deliver a presentation for the class.

### STANDARD 2.0 DEVELOP PROBLEM-SOLVING SKILLS

*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.*

#### Grades K-5

- Perform science experiments and discuss inventions.
- Read stories and discuss character decisions.
- Brainstorm ideas for real-life problems and evaluate if the decision was effective. ([schoolsup.org/solveit](http://schoolsup.org/solveit))
- Classroom conflict resolution.
- Problem solving strategies involving responsibility and fairness, [CHARACTER COUNTS!® Six Pillars of Character](#)

#### Grades 4-5

- Model evaluation techniques.

- Have class debates about solutions.
- Design thinking challenges.

## STANDARD 3.0 PRACTICE TEAMWORK AND LEADERSHIP

*Teamwork enables individuals or groups to achieve common goals with greater efficiency and success. Practicing leadership roles while working in teams is a lifelong skill.*

### Grades K-5

- Create social contracts.
- Display and discuss classroom and playground rules. Participate in organized sports or clubs.
- Describe responsibility and responsible behavior.
- Play games in teams.
- Practice team roles.
- Teamwork and leadership strategies involving responsibility and fairness, [CHARACTER COUNTS!® Six Pillars of Character](#)

### Grades 4-5

- Model teamwork strategies and leadership to younger students.
- Roleplay team roles.
- Create a teamwork rubric for students to provide peer feedback.
- Discuss teamwork and leadership roles in society (i.e., community services such as fire and law enforcement, sports, school, clubs, politics, etc.).

## STANDARD 4.0 INVESTIGATE TECHNOLOGY USAGE IN THE WORKPLACE

*Understand the role of technology in the workplace and practice ethical uses of digital media.*

### Grades K-5

- Use age-appropriate digital tools to create career-themed projects.
- Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives.
- Practice respectful and responsible digital communication (i.e., text messages, emails, and online comments, etc.).
- Locate career information using a variety of online resources.
- Practice internet safety by protecting personal information, avoiding unsafe sites, and identifying adult help.
- Technology use strategies involving responsibility and citizenship, [CHARACTER COUNTS!® Six Pillars of Character](#)

### Grades 4-5

- Discuss cyberbullying.
- Craft formal emails.

## STANDARD 5.0 EXPLORE THE WORLD OF WORK AND DISCOVER NEW CAREERS

*Gain insight into why people work and develop positive perceptions about the world of work. Discover new careers and recognize the differences between hobbies, volunteer work, jobs, and careers.*

### Grades K-5

- Identify future aspirations and discuss how they fit their wants and needs.
- Identify career interests, abilities, and skills.
- Describe examples of jobs where people work alone vs. together.
- Identify qualifications needed to pursue traditional and nontraditional careers and occupations.
- Identify personal preferences and investigate careers that are suited to your preferences.
- Discuss how work can help a person achieve personal goals.
- Engage in activities to learn about career clusters and the future of work trends.
- Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- Host a career fair, invite guest speakers ([educatorproconnect.org/](http://educatorproconnect.org/)).
- Technology use strategies involving responsibility and citizenship, [CHARACTER COUNTS!® Six Pillars of Character](#)

## STANDARD 6.0 EXPLORE ACCOUNTABILITY AND PRODUCTIVITY SKILLS RELATED TO THE WORLD OF WORK

*Explore personal accountability and productivity practices to be successful in life.*

### Grades K-5

- Assign chores or classroom jobs.
- Describe the importance of personal skills and attitudes to job success.
- Demonstrate employability skills and work habits (i.e., work ethic, dependability, promptness, and getting along with others).
- Discuss how one's behavior influences the feelings and actions of others in personal relationships and work environments.
- Explain why goals are valuable.
- Discuss and practice positive work attitudes such as showing initiative, self-confidence, patience, dependability, honesty, and integrity, controlling emotions, demonstrating a willingness to learn, and exhibiting pride in work.
- Explore dressing for success in the workplace.
- Accountability and productivity strategies involving responsibility, [CHARACTER COUNTS!® Six Pillars of Character](#)

### Grades 4-5

- Set short-term and long-term goals.
- Write a letter to your future self.
- Describe the relationship between work attitudes and success to include initiative, self-confidence, patience, dependability, honesty, integrity, willingness to learn, ability to get along with others, and pride in work.
- Identify strategies on how to stay on task and focused to ensure tasks are completed on time (i.e., prioritizing, time management, planning, etc.).
- Practice personal management skills necessary to function effectively in school (i.e., attendance, grades, goal setting, etc.).
- Identify resources available to achieve goals (i.e., vision, learning from others, etc.).
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Identify and participate in community service fundraisers and drives.
- Take a character strength inventory to identify personal strengths (i.e., fairness, kindness, self-regulation, perseverance, etc.).

## STANDARD 7.0 ESTABLISH A FUNDAMENTAL UNDERSTANDING OF MONEY

*Summarize the purpose of money, how to save and spend wisely, and how knowledge and skills can lead to higher pay.*

### Grades K-5

- Study currency conversions.
- Create a classroom currency or school-wide currency.
- Earning and saving projects.
- Check with local banks for financial literacy curriculum.
- Needs vs. wants activities.
- Money management games.
- Schedule JA to teach a financial literacy in your class.
- Money strategies involving responsibility, [CHARACTER COUNTS!® Six Pillars of Character](#)

### Grades 4-5

- Visit JA Biz Town.
- Discuss what taxes are and why are they necessary.
- Create personal finance journals.
- Explore EVERFI financial online lessons.