

## INTRODUCTION

This document was created by Maxwell School district as part of the commitment to career development opportunities for ALL students to ALL grade levels.

The first task was to determine how best to deliver career development information to elementary students and their teachers. It was determined that what was needed was a collection of activities that teach and reinforce employability skills. Employability skills are those skills needed by individuals to be successful students, employees and citizens. Skills such as those found in the foundations of character; respect, responsibility, citizenship, trustworthiness, caring and fairness. It reinforces the foundations of character and employability skills. The scope of this project changed when the **Wise Skills** curriculum was found. **Wise Quotes** units were placed into the F.O.C.U.S (*Foundations of Character for Unlimited Success*) calendar, using the titles of each unit and lesson as the monthly foundation skill and word of the week.

An important component of the P.E.A.K Addendum is Career Awareness. This section provides various career information and activities. K-2 teachers already teach career awareness through many of their units and this document along with **Wise Words** will assist them in their efforts.

The Career Development Competencies developed by N.O.I.C. (National Occupational Information Coordinating Committee) were instrumental when P.E.A.K. curriculum was developed. They served as a guideline to ensure that P.E.A.K covered the points necessary for a comprehensive career development program. The Career Development Competencies are reproduced in this manual for teacher reference.

It is suggested that teacher three-hole punch the addendum and place it into their **Wise Words** manual.

**F.O.C.U.S.**

*Foundations of Character for Unlimited Success*

**Calendar**

**F.O.C.U.S.**  
**Foundations of Character for Unlimited Success**  
**Calendar Overview**

**SEPTEMBER**

**FAIRNESS**

**CONFLICT RESOLUTION**

|        |                           |        |
|--------|---------------------------|--------|
| Week 1 | Communication             | p. 147 |
| Week 2 | Managing Feelings         | p. 149 |
| Week 3 | Forgiveness               | p. 153 |
| Week 4 | Resolving Conflict Wisely | p. 161 |

**OCTOBER**

**RESPONSIBILITY**

|        |                      |       |
|--------|----------------------|-------|
|        |                      | p. 57 |
| Week 5 | Dependability        | p. 59 |
| Week 6 | Perseverance         | p. 63 |
| Week 7 | Initiative & Effort  | p. 67 |
| Week 8 | Being a Good Example | p. 71 |

**NOVEMBER**

**RESPECT**

**POSITIVE ATTITUDE**

|         |                             |       |
|---------|-----------------------------|-------|
|         |                             | p. 21 |
| Week 9  | Keeping a Positive Attitude | p. 23 |
| Week 10 | Positive Speech             | p. 27 |
| Week 11 | Positive Thoughts           | p. 31 |

**DECEMBER**

**CARING**

**RELATIONSHIPS**

|         |             |       |
|---------|-------------|-------|
|         |             | p. 93 |
| Week 13 | Cooperation | p. 95 |
| Week 14 | Honesty     | p. 99 |

**JANUARY**

**TRUSTWORTHY**

**SELF-DISCIPLINE**

|         |                            |       |
|---------|----------------------------|-------|
|         |                            | p. 75 |
| Week 17 | Learning from Consequences | p. 75 |
| Week 18 | Self-control               | p. 81 |
| Week 19 | Patience                   | p. 85 |
| Week 20 | Keeping a Good Conscience. | p. 89 |

**FEBRUARY**

**CITIZENSHIP**

|         |                  |        |
|---------|------------------|--------|
|         |                  | p. 129 |
| Week 21 | Compassion       | p. 131 |
| Week 22 | Humility         | p. 135 |
| Week 23 | Service          | p. 139 |
| Week 24 | Good Citizenship | p. 143 |

**MARCH**

**RESPECT**

|         |                       |       |
|---------|-----------------------|-------|
|         |                       | p. 39 |
| Week 25 | Self-respect          | p. 41 |
| Week 26 | Respect for Authority | p. 45 |
| Week 27 | Respect for Others    | p. 49 |
| Week 28 | Tolerance             | p. 53 |

**APRIL**

**RESPONSIBILITY**

**PERSONAL GOALS**

|         |                       |        |
|---------|-----------------------|--------|
|         |                       | p. 111 |
| Week 29 | Developing Talents    | p. 113 |
| Week 30 | Facing Challenges     | p. 117 |
| Week 31 | Having Hopes & Dreams | p. 121 |
| Week 32 | Goal Setting          | p. 125 |

**MAY**

**CARING**

**RELATIONSHIPS**

|         |            |        |
|---------|------------|--------|
|         |            | p. 93  |
| Week 34 | Friendship | p. 103 |
| Week 35 | Courage    | p. 107 |

**F.O.C.U.S.**  
*Foundations Of Character for Unlimited Success*  
**Foundations, Words of Week\* and Employability Skills**

| <u>MONTH</u>     | <u>FOUNDATION</u>          | <u>WORD of the Week*</u>   | <u>EMPLOYABILITY SKILLS</u>   |
|------------------|----------------------------|--|---|
| <b>SEPTEMBER</b> | <b>FAIRNESS</b>            |  |   |
| Week 1           | <b>CONFLICT RESOLUTION</b> | <b>COMMUNICATION</b><br>(The ability to express yourself appropriately, build healthy relationships, and minimize conflicts.)                    | -I listen actively and carefully to gather information and understand directions.<br>-I ask questions and evaluate information. |
| Week 2           |                            | <b>MANAGING FEELINGS</b><br>(The ability to deal with strong emotions in positive ways.)   | -I know healthy techniques for managing anger.  |
| Week 3           |                            | <b>FOREGIVENESS</b><br>(The ability to ask for forgiveness and forgive others in order to resolve differences and build positive relationships.) | -I know how to forgive mistakes and not hold a grudge.  |
| Week 4           |                            | <b>RESOLVING CONFLICT WISELY</b>   | -I know and use the steps needed to resolve conflict wisely.  |
| <b>OCTOBER</b>   | <b>RESPONSIBILITY</b>      |  |   |
| Week 5           |                            | <b>DEPENDABILITY</b><br>(The ability to fulfill responsibilities reliably.)  | -I am someone others can count on.<br>-I come to class with all needed materials: pens, pencils, books, device charged.         |
| Week 6           |                            | <b>PERSERVERANCE</b><br>(The ability to continue to work hard even when it is difficult.)  | -I am able to stay with a task until it is done.<br>I attend school regularly.  |

| <u>MONTH</u>    | <u>FOUNDATION</u>       | <u>WORD of the Week*</u>  | <u>EMPLOYABILITY SKILLS</u>  |
|-----------------|-------------------------|---|--|
| <b>OCTOBER</b>  | <b>RESPONSIBILITY</b>   |   |  |
| Week 7          |                         | <b>INITIATIVE AND EFFORT</b><br>(The ability to start responsible Behavior without being prompted and strive for excellence.) | -I am able to see what needs to be done and complete or assign tasks as needed.<br>-I miss school only for legitimate reasons.<br><b>All absences are excused.</b> |
| Week 8          |                         | <b>BEING A GOOD EXAMPLE</b><br>(The ability to know that being a role model carrier a responsibility to make good choices.    | -I volunteer for and accept roles of responsibility.   |
| <b>NOVEMBER</b> | <b>RESPECT ATTITUDE</b> |   |  |
| Week 9          |                         | <b>KEEPING A POSITIVE ATTITUDE</b><br>(The ability to change negative attitudes into positive attitudes.)                     | -I have some I trust to talk with.   |
| Week 10         |                         | <b>POSITIVE SPEECH</b><br>(The ability to think before speaking and speaking helpful positive words to others.)               | -I make positive contributions and actively participate in group activities.   |
| Week 11         |                         | <b>POSITIVE THOUGHTS</b><br>(The ability to see the connection between thoughts and actions.)                                 | -I feel good about who I am.   |
| Week 12         |                         | <b>THANKFULNESS</b><br>(The ability to appreciate people, experiences and things you have.)                                   | -I appreciate the things others do for me.   |

| <u>MONTH</u>    | <u>FOUNDATION</u>                      | <u>WORD of the Week*</u>  | <u>EMPLOYABILITY SKILLS</u>   |
|-----------------|--|---|---|
| <b>DECEMBER</b> | <b>CARING<br/>RELATIONSHIPS</b>        |   |   |
| Week 13         |  | <b>COOPERATION</b><br>(The ability to build positive working relationships.)  | <b>-I work well with others in a group; listening, sharing and getting along.</b>                             |
| Week 14         |  | <b>HONESTY</b><br>(The ability to be truthful with family, friends, and others.)  | <b>-I say what I mean and mean what I say.</b>  |
| <b>JANUARY</b>  | <b>TRUSTWORTHY<br/>SELF-DISCIPLINE</b> |   |   |
| Week 17         |  | <b>LEARNING FROM CONSEQUENCES</b><br>(The ability to learn from The consequences of poor choices.)                          | <b>-I complete work in a timely fashion.<br/>-I make up work missed from absences quickly and completely.</b> |
| Week 18         |  | <b>SELF-CONTROL</b><br>(The ability to keep impulses and feelings from controlling you.)                                    | <b>-I know and use stress management skills.</b>  |
| Week 19         |  | <b>PATIENCE</b><br>(The ability to control reactions and endure stressful situations.)                                      | <b>-I am able to wait for something I want.</b>   |
| Week 20         |  | <b>KEEPING A GOOD CONSCIENCE</b><br>(The ability to listen and respond to the voice of conscience to make healthy choices.) | <b>-I make safe and healthy choices.</b>  |

| <u>MONTH</u>    | <u>FOUNDATION</u>  | <u>WORD of the Week*</u>  | <u>EMPLOYABILITY SKILLS</u>  |
|-----------------|--------------------|---|--|
| <b>FEBRUARY</b> | <b>CITIZENSHIP</b> |   |  |
| Week 21         |                    | <b>COMPASSION</b><br>(The ability to feel empathy and caring for others.)                                 | -I feel good about helping others.   |
| Week 22         |                    | <b>HUMILITY</b><br>(The ability to think about the needs and feeling of others beyond needs of self.)     | -I am able to think about the feelings and needs of others.                                  |
| Week 23         |                    | <b>SERVICE</b><br>(The ability to see the value of Helping others.)                                       | -I feel good when I can share with others.   |
| Week 24         |                    | <b>GOOD CITIZENSHIP</b><br>(The ability to see that helping others can make a difference in their lives.) | -I am helpful to others at home, in school and the community.<br>-I attend school regularly. |
| <b>MARCH</b>    | <b>RESPECT</b>     |   |  |
| Week 25         |                    | <b>SELF-RESPECT</b><br>(The ability to demonstrate value for one' own mind and body.)                     | -I take care of my personal hygiene.<br>-I make safe and healthy choices.                    |
| Week 26         |                    | <b>RESPECT FOR AUTHORITY</b><br>(The ability to be teachable to adults.)                                  | -I am a law abiding person.  |
| Week 28         |                    | <b>RESPECT FOR OTHERS</b><br>(The ability to treat others with dignity.)                                  | -I arrive on time to school in the morning and to each of my classes.                        |
| Week 29         |                    | <b>TOLERANCE</b><br>(The ability to treat people from different backgrounds with respect.                 | -I accept differences in others and treat them kindly and with respect.                      |

| <u>MONTH</u> | <u>FOUNDATION</u>                        | <u>WORD of the Week*</u>   | <u>EMPLOYABILITY SKILLS</u>  |
|--------------|--|--|--|
| <b>APRIL</b> | <b>RESPONSIBILITY<br/>PERSONAL GOALS</b> |  |  |
| Week 30      |  | <b>DEVELOPING TALENTS</b><br>(The ability to know that everyone has unique gifts.)               | -I know my strengths and weaknesses.<br>-I work well on my own. I do not need teacher or parent prompting. |
| Week 31      |  | <b>FACING CHALLENGES</b><br>(The ability to take appropriate risks and learn from mistakes.)     | -If there is something I do not know, I am willing to research information.                                |
| Week 32      |  | <b>HAVING DREAMS &amp; HOPES</b><br>(The ability to have hopes and dreams for the future.)       | -I have goals and plans for the future.  |
| Week 33      |  | <b>GOAL SETTING</b><br>(The ability to make a plan & actively work towards achieving it.)        | -I am able to set a goal, identify means to achieve it, choose a plan, and evaluate how it works.          |
| <b>MAY</b>   | <b>CARING<br/>RELATIONSHIPS</b>          |  |  |
| Week 34      |  | <b>FRIENDSHIP</b><br>(The ability to know what is a healthy relationship.)                       | -I know how to build and keep healthy friendships.   |
| Week 35      |  | <b>COURAGE</b><br>(The ability to resist negative peer pressure and stand up for what is right.) | -I am loyal to my family, friends, and belief system.  |

## Career Development Competencies by Area and Level

|  | Elementary   | Middle/Junior<br>High School   | High School   | Adult   |
|--|--|--|---|---|
| <b>Self-Knowledge</b>                          | <p>Knowledge of the importance of a positive self-concept.</p> <p>Skills to interact positively with others.</p> <p>Awareness of the important of growth and change.</p>   | <p>Knowledge of the influence of a positive self-concept.</p> <p>Skills to interact positively with others.</p> <p>Knowledge of the importance of growth and change.</p>   | <p>Understanding of the influence of a positive self-concept.</p> <p>Skills to interact positively with others.</p> <p>Understanding of the impact of growth and development.</p>   | <p>Skills to maintain a positive self-concept.</p> <p>Skills to maintain effective behaviors.</p> <p>Understanding developmental changes and transitions.</p>   |
| <b>Educational and Occupational Experience</b> | <p>Awareness of the benefits of educational achievement.</p> <p>Awareness of the relationship between work and learning,</p> <p>Skills to understand and use career information.</p> <p>Awareness of the importance of personal responsibility and good work habits.</p> <p>Awareness of how work related in the needs and functions of society,</p> | <p>Knowledge of the benefits of educational achievement to career opportunities.</p> <p>Understanding the relationship between work and learning.</p> <p>Skills to locate, understand and use career information.</p> <p>Knowledge of skills necessary to seek and obtain jobs.</p> <p>Understanding how work relates to the needs and functions of the economy and society.</p> | <p>Understanding the relationship between educational achievement and career planning.</p> <p>Understanding the need for positive attitudes toward work and learning.</p> <p>Skills to locate, evaluate and interpret career information.</p> <p>Skills to prepare to seek, obtain, maintain and change jobs.</p> <p>Understanding how the needs of the functions of society influence the nature and structure of work .</p> | <p>Skills to enter and participate in education and training.</p> <p>Skills to participate in work and lifelong learning.</p> <p>Skills to locate, evaluate and interpret career information.</p> <p>Skills to prepare to seek, obtain, maintain and change jobs.</p> <p>Understanding how the needs and functions of society influence the nature and structure of work.</p> |
| <b>Career Planning</b>                         | <p>Understanding how to make decisions.</p> <p>Awareness of the interrelationship of life roles.</p> <p>Awareness of different occupations and changing male/female roles.</p> <p>Awareness of career planning process.</p>  | <p>Skills to make decisions.</p> <p>Knowledge of the interrelationship of life roles.</p> <p>Knowledge of different occupations and changing male/female roles.</p> <p>Understanding the process of career planning.</p>   | <p>Skills to make decisions.</p> <p>Understanding of the interrelationship of life roles.</p> <p>Understanding the continuous changes in male/female roles.</p> <p>Skills in career planning.</p>   | <p>Skills to make decisions.</p> <p>Understanding the impact of work on individual and family life.</p> <p>Understanding the continuous changes in male/female roles.</p> <p>Skills to make career transitions.</p>   |

**F.O.C.U.S.**

*Foundations of Character for Unlimited Success*

# **Career Awareness**

## **Take Time to Explore Career Pathways!**

### **What are Career Pathways?**

A pathway is a trail that takes one to a destination. A Career Pathway is a trail that takes one to a career in the future. A Career Pathway is made up of various jobs and careers that require similar skills, interests, and talents. By exploring their skills, interests and abilities, students can discover which Pathway or Pathways have career that best match their interests and skills. Of course, students' interests and skills change over time, so the Career Pathway which interests them now will probably change many times as they mature.

### **Understanding the Changing World of Work:**

Today's job market demands a highly skilled work force. More than half of all new jobs are technical in nature and require at least one or more years of training after high school. Most jobs now require more than a high school diploma. Students need to be prepared to change careers during their work life – as many as seven times during their lifetimes!! The student of today needs to be a lifelong learner.

### **A Time for Awareness:**

Kindergarten, First and Second grades are times for exploration of many career options. Many people have interests, skills and abilities that lead them into a particular career area or pathway. Learning about various careers and career pathways can help students select school and leisure activities that can help them explore and broaden their interests. Students are not encouraged to choose a specific career occupation, but to explore many occupations and interests that complement their interests, skills and abilities.

### **Getting to Know Interests, Skills and Abilities:**

Students are better able to make informed choices about education and life decisions by discovering their interests, skills and abilities. They will be asked to set short-term and long-term goals during their schooling and by knowing their strengths, students are better equipped to meet their goals. Students who know their strengths and weaknesses are able to achieve higher goals and thus able to make plans based on their desires rather than other people's expectations or desires.

### **Career Pathways Guide:**

The Career Pathways Guide was developed to help students compare their likes and interests to duties and activities found in various career within six career pathways. The Career Pathways Guide has been adapted for use in grades K-2 by making it into a reference checklist for teacher to use when discussing various occupations, seeking guest speakers, or looking for ideas.

Some ideas for using the Career Pathways Guide include:

- Social Studies Projects
- Career Journal
- Career Alphabet
- Caps & Shoes for Careers – Students wear caps & shoes of different careers in the dress-up corner
- Career Riddles – Second graders create riddles for Kindergarteners to solve.
- Career of the Month – Themes with bulletin boards and speakers of featured career/pathway.
- Create a graph of student's careers

# Career Pathway Guide

## Careers in Natural Resources

**DO YOUR STUDENTS LIKE . . . .**

- \*working with animals, plants, or in a garden?
- \*working outdoors?
- \*doing activities on a farm?
- \*doing science experiments?
- \*caring for pets or training animals?
- \*working on science projects with other people?
- \*fixing machines or putting things together?

If they like doing some of these things, they have interests in common with some people who work in the **Natural Resources** occupations.

| High School plus on-the-job training required:  | Specialized training after high school required:   | Requires at least a four-year college degree:   |
|---|--|---|
| Animal Caretaker<br>Commercial/Fisherman<br>Farmer/Rancher<br>Greenhouse Worker<br>Logger<br>Petroleum Worker | Floral Designers<br>Fish & Wildlife Technician<br>Forester<br>Oceanographic Technician<br>Park Ranger<br>Wastewater Plant Operator | Biologist/Chemist<br>Game Warden<br>Geologist<br>Marine Biologist<br>Mining Engineer<br>Petroleum Engineer<br>Zoologist (animals) |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

## Careers in Arts and Communication

**DO YOUR STUDENTS LIKE . . . .**

- \*working with other people?
- \*expressing yourself or ideas through art, writing, acting, singing or athletics?
- \*writing stories or poem, drawing pictures, or performing in plays?
- \*using electronic equipment?
- \*playing a musical instrument or singing in choir?
- \*giving speeches?
- \*helping others?

If they like doing some of these things, they have interests in common with some people who work in the **Arts and Communications** occupations.

| High School plus on-the-job training required:                  | Specialized training after high school required:  | Requires at least a four-year college degree:   |
|---|---|---|
| Cake Decorator<br>Crafter<br>Stagehand<br>Tailor/Garment Fitter | Actor/Actress<br>Audio Technician<br>Cartoonist<br>Disc Jockey<br>Internet Technician<br>Professional Athlete<br>TV/Radio Announces | Author/Writer/Editor<br>Commercial Artist<br>Computer Programmer<br>Interpreter/Translator<br>Webmaster<br>Photographer<br>Musician |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

## Careers in Business, Management and Technology

### DO YOUR STUDENTS LIKE . . . .

- \*using computers or playing games on a computer? \*helping your parents or teachers run errands
- \*working with numbers or writing letters? or write?
- \*giving speeches? \*working with people or has anyone ever told
- \*following directions or explaining directions you that you are a “people person?”
- to a friend? \*being a leader?
- \*talking to people or answering questions?

If they like doing some of these things, they have interests in common with some people who work in the **Business, Management and Technology** occupations.

| High School plus on-the-job<br>training required: | Specialized training after<br>high school required: | Requires at least a four-year<br>college degree: |
|---|---|--|
| Bank Teller                                       | Administrative Assistant                            | Accountant                                       |
| Bookkeeper  | Chef’s and Dinner Cook                              | Computer Database Manager                        |
| Cashier   | Construction Manager                                | Health Service Administrator                     |
| Data Entry  | Hotel/Motel Manager                                 | Store Manager                                    |
| Sales Representative                              | Real Estate Sales/Broker                            | Health Service Administrator                     |
| Receptionist                                      | Small Business Owner/Operator                       | Personnel Recruiter                              |
| Tourist Guide                                     | Office Manager                                      | Media Specialist                                 |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

## Careers in Industrial and Engineer Technology

### DO YOUR STUDENTS LIKE . . . .

- \*figuring out how things work? \*doing math or science assignments?
- \*operating or fixing machines \*collecting rocks?
- \*building things or helping others build things? \*sorting things by shape, color and size?
- \*working with wood, metal, or plastic materials? \*operating computers?

If they like doing some of these things, they have interests in common with some people who work in the **Industrial and Engineering Technology** occupations.

| High School plus on-the-job<br>training required: | Specialized training after<br>high school required: | Requires at least a four-year<br>college degree: |
|---|---|--|
| Bus/Taxi Driver                                   | Truck Driver  | Aerospace Engineer                               |
| Carpet Layer                                      | Air Traffic Controller                              | Architect  |
| Carpenter’s Helper                                | Automotive Technician                               | Chemical Engineer                                |
| Construction Laborer                              | Carpenter   | Mathematician                                    |
| Custodian   | Pilot   | Meteorologist                                    |
| Painter   | Heavy Equipment Operator                            | Engineer   |
| Small Engine Repairer                             | Plumber/Pipefitter                                  | Urban/Regional Planner                           |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

## Careers in Health Service

### DO YOUR STUDENTS LIKE . . . .

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>*have an interest in working with people for a common cause?</li> <li>*enjoy doing volunteer work in the community?</li> <li>*like changing from one duty to another frequently?</li> <li>*want to promote wellness lifestyles?</li> </ul> | <ul style="list-style-type: none"> <li>*have an interest in working with people who are injured, sick or ill?</li> <li>*like working with the young, elderly, sick or handicapped?</li> <li>*have an interest in talking to and relating to sick or handicapped people?</li> </ul> |
|---|--|

If they like doing some of these things, they have interests in common with some people who work in the **Health Services** occupations.

| High School plus on-the-job training required:   | Specialized training after high school required:  | Requires at least a four-year college degree:   |
|--|---|---|
| Animal Caretaker<br>Community Health Aide<br>Home Health Aide<br>Medical Records Clerk | Dental Assistant/Hygienist<br>Ultrasound Technician<br>EMT<br>Licensed Practical Nurse<br>Massage Technician<br>Medical Record Technician<br>Veterinary Assistant | Athletic Trainer<br>Chiropractor<br>Dietician<br>Dentist<br>Registered Nurse<br>Surgeon<br>Veterinarian |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

## Careers in Human Services

### DO YOUR STUDENTS LIKE . . . .

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>*helping people?</li> <li>*teaching new things to your friends?</li> <li>*learning new ideas?</li> <li>*being around different kinds of people?</li> <li>*sharing things and ideas with other?</li> </ul> | <ul style="list-style-type: none"> <li>*working as part of a team?</li> <li>*listening to people and helping people with their problems?</li> <li>*helping people with their appearance or other needs</li> </ul> |
|--|---|

If they like doing some of these things, they have interests in common with some people who work in the **Human Service** occupations.

| High School plus on-the-job training required:   | Specialized training after high school required:  | Requires at least a four-year college degree:  |
|--|---|--|
| Child Care Worker<br>Cook/Baker<br>Correctional Officer<br>Military Enlisted Personnel<br>Security Guard<br>Teacher's Assistant<br>Waitress/Waiter | Beautician/Barber<br>Firefighter<br>Fish & Game Officer<br>Food Inspector<br>Law Enforcement Officer<br>Recreational Leader<br>Ski Instructor | Anthropologist<br>Priest/Preacher<br>Lawyer/Judge<br>Park Ranger<br>Parole/Probation Officer<br>Social Worker<br>Teacher |

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |

Add your own ideas

**CAREER AWARENESS**  
**Guest Career Speaker Information Sheet**

Thank you for coming to speak to students about your career. You are scheduled to be in

\_\_\_\_\_ on \_\_\_\_\_  
(Teacher/classroom) (Date/Time)

\_\_\_\_\_  
(Number of students)

**The following would be helpful information to share with our students:**

What is the name of your career?

What kinds of activities do you perform in your career?

What kind of training did you need for this career?

What do you like about your job?

Is there anything you do not like about your job?

We are learning about Employability Skills in our classroom. Employability Skills are those skills that make us successful students, employees, and community members. We call our program **Wise Words**. **Wise Words** include Responsibility, Respect, Trustworthy, Caring, Fairness, Positive Attitude, Self-Discipline, Citizenship, Personal Goals, and Relationships.

This week we are learning about \_\_\_\_\_. How is this skill used on your job?

Comments:

## WANT A GREAT CAREER?

### Employers Expect:

| Skills/Competencies   | Work Attitudes  | Work Values (“Work Ethic”)   |
|---|---|--|
| <p><b>Reading</b><br/>Able to comprehend written material and take appropriate action.</p> <p><b>Speaking</b><br/>Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p><b>Writing</b><br/>Spells, correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; and fills out forms properly.</p> <p><b>Listening</b><br/>Able to comprehend what is said and take action.</p> <p><b>Math Computation</b><br/>Able to apply basic skills with accuracy in addition, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p><b>Problem Solving</b><br/>Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p><b>Information Management &amp; Technology</b><br/>Able to use computers to process information; familiar with common technology applications &amp; tools in the workplace.</p> <p><b>Knowing How to Learn</b><br/>Able to teach oneself new skills; able to seek and use new information.</p> <p><b>Applying What is Learned</b><br/>Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis and problem solving.</p> <p><b>Working with Others</b><br/>Able to work as a productive team member; able to share information.</p> <p><b>Business Process</b><br/>Eager to learn the principles of business.</p> <p><b>Looking for Work</b><br/>Able and confident to identify job opportunities, to complete a job application, to prepare a resume, and to promote himself/herself during an interview.</p> | <p><b>Responsible/Self-Disciplined</b><br/>Is a self-starter; is committed to and accountable for work assigned, does not just do the bare minimum to get the job done; is loyal to the employer.</p> <p><b>Willing to Learn/Pride in Doing a Good Job</b><br/>Is flexible, willing and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he-she gets it done right.</p> <p><b>Safety-Conscious</b><br/>Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.</p> <p><b>Manages Stress and Personal Problems</b><br/>Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</p> <p><b>Positive Outlook</b><br/>Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p><b>Follows the Rules</b><br/>Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p><b>Good Team Member</b><br/>Shares information; works well and credit (praises) other workers; put the team above personal interests.</p> <p><b>Respects Others</b><br/>Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p><b>Willing to Earn Reward</b><br/>Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p> | <p><b>Honesty and Integrity</b><br/>Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keep his/her word.</p> <p><b>Good Manners</b><br/>Always shows courtesy and respect toward others.</p> <p><b>Accepts Advice, Supervision, Criticism</b><br/>Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p><b>Dependability/Follow Through</b><br/>Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p><b>Good Attendance/On Time</b><br/>Can be depended upon to be at work except for very good reasons; such as illness or death in family; ready to begin work on time.</p> <p><b>Accuracy of Work/No Waste</b><br/>Is careful and avoids mistakes, if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p><b>Pride &amp; Productivity in Work</b><br/>Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done—well.</p> <p style="text-align: center;"><b>These critical skills, values, and attitudes were identified by CEO’s, personnel directors and other employer representatives!!!!</b></p> |

# **F.O.C.U.S.**

*Foundations of Character for Unlimited Success*

**WiseWords Alignment to  
NM Performance Standards in Reading, Writing and Math  
Employability Skill Standards**

**WiseWords Alignment to  
NM Performance Standards in Reading, Writing and Math  
Employability Skills Standards**

Each **WiseSkill** (Word of the Week) unit is divided into Discussion Topics, Role-Play, Class Activities, Journal Writing and Reproducible Learning Pages. Depending on how the lessons are taught the follow NM Performance Standards in Reading, Writing and Math, Employability Skills Standards can be met:

**Discussion Topics:**

Reading Standards:

If charts and graphs are included in the class activities, the following Math Standards may be covered:

Employability Standards:

**Read Aloud:**

Reading Standards:

Employability Standards:

**Class Activities:**

Reading Standards:

If charts and graphs are included in the class activities, the following Math Standards may be covered:

Employability Standards:

**Creative Expression**

Reading Standards:

Writing Standards:

Employability Standards:

**Interdisciplinary Projects:**

Reading Standards:

Writing Standards:

Employability Standards:

**Quotation Activities (Journals and Logs)**

Reading Standards:

Writing Standards:

Employability Standards:

## Employability Performance Standards Proficient Level Descriptors

| <b>STANDARD</b><br><b>A student should be able to identify career interests and plan for career options.</b>   | <b>Between ages 5 – 7 students:</b><br><br>(To be assessed in 3 <sup>rd</sup> grade)   | <b>Between ages 8-10 students:</b><br><br>(To be assessed in 6 <sup>th</sup> grade)                              | <b>Between ages 11-14 students know and are able to do everything required at earlier ages, and:</b><br><br>(To be assessed in 8 <sup>th</sup> grade)        | <b>Between ages 15-18, students know and are able to do everything required at earlier ages, and:</b><br><br>(State Mandated Exam)   |
|--|--|--|--|--|
| 1) Identify and appreciate personal interests, aptitudes, abilities and priorities.  | Describe “what I like to do” and “what I’m good at doing.”   | Describe personal interests, abilities, like and dislikes.   | Describe personal skills, interests, strengths, and weaknesses.  | Describe personal interests and skills and relate how these are used in life roles of family member, citizen and worker.   |
| 2) Identify possible career options, considering both employment and self-employment and understand how changes in the workplace affect career choice. | Describe work of family member(s), school staff, and local community member(s). Identify work activities of interest to student. | Identify a career pathway and describe at least 3 jobs in that pathway, including an option for self-employment. | Identify career pathways and describe jobs in each pathway, including an option for self-employment. Explore how changes in the workplace can affect career. | Identify a tentative career pathway for self and describe possible work within that pathway that fits personal interests and skills.   |
| 3) Use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options,.                 | Describe an occupation that emphasizes each of the following: work with people, work with data; work with things.                | List criteria of personal importance in choosing a career.   | Use labor market information to analyze occupational and economic trends and how they impact career choice.  | Use labor market information to obtain information on occupational outlook and skills needed for work within a tentative career pathway for self.                                      |
| 4) Identify education and/or training needed for career options and advancement and develop a career plan,   | Describe at least 4 ways people develop knowledge and skills needed for work.  | Describe how the amount of education and training may be different for different kinds of work.                  | Identify education and training needed for jobs within a career pathway, including self-employment.  | Identify education and training needed for work within own tentative career pathway. Obtain information on schools and training programs which provide appropriate training/education. |

## Employability Performance Standards Proficient Level Descriptors

| <b>STANDARD</b><br><b>A student should be able to identify career interests and plan for career options.</b> | <b>Between ages 5 – 7 students:</b><br><br>(To be assessed in 3 <sup>rd</sup> grade) | <b>Between ages 8-10 students:</b><br><br>(To be assessed in 6 <sup>th</sup> grade)   | <b>Between ages 11-14 students know and are able to do everything required at earlier ages, and:</b><br><br>(To be assessed in 8 <sup>th</sup> grade) | <b>Between ages 15-18, students know and are able to do everything required at earlier ages, and:</b><br><br>(State Mandated Exam)   |
|--|--|---|---|--|
| 5) Identify resources available to support education and training related to career possibilities.           |  | Give a presentation describing personal interests and abilities, skills to develop further and classes to take to develop skills. | Research resources to support education and training beyond high school.  | Give a presentation describing personal interests and abilities, work within a particular career pathway which fits personal interests and abilities, occupational outlook for this work, education/training needed to pursue this work, postsecondary programs which provide further skill development, and resources available to cover costs of postsecondary training/education. |

## Employability Performance Standards Proficient Level Descriptors

| <b>STANDARD</b><br><b>A. A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.</b>                                      | <b>Between ages 5 – 7 students:</b><br><br>(To be assessed in 3 <sup>rd</sup> grade)   | <b>Between ages 8-10 students:</b><br><br>(To be assessed in 6 <sup>th</sup> grade)                                  | <b>Between ages 11-14 students know and are able to do everything required at earlier ages, and:</b><br><br>(To be assessed in 8 <sup>th</sup> grade) | <b>Between ages 15-18, students know and are able to do everything required at earlier ages, and:</b><br><br>(State Mandated Exam)                              |
|--|--|--|---|---|
| 1) Develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative reliability, accuracy, productivity, respect and perseverance. | Show dependability, honesty, and reliability in classroom performance.   | Select three components of the work ethic and discuss how you demonstrate those components at school and/or at home. | Select five components of the work ethic and discuss how you demonstrate those components at school and/or at home.                                   | Based on interviews with employers, identify ten components of work ethic (or habits of mind) which employers expect, and how you demonstrate those components. |
| 2) Understand how to apply skills and academic knowledge in a variety of work settings.  | Identify at least two school-based jobs that use reading, writing and math standards.  | Identify at least two jobs that use reading, writing and math standards.   | Explore academic and knowledge needed to successfully perform a variety of jobs.  | Use academic knowledge and skill to solve problem found in a career pathway; describe how academic content standards help to solve a problem.                   |
| 3) Understand the process for seeking employment including resume development, application completion, interview skills and appropriate dress for work settings.   | Participate in an interview for a classroom job and personal skills relevant to that job. Give and receive performance feedback. | Complete application for classroom job including information on personal skills; participate in interview for job.   | Complete resume and participate in an interview for a career pathway.   | Complete application and resume; identify resources for seeking work in at least three areas; participate in mock job interview with employer.                  |

## Employability Performance Standards Proficient Level Descriptors

| <b>STANDARD</b><br><b>A. A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.</b> | <b>Between ages 5 – 7 students:</b><br><br>(To be assessed in 3 <sup>rd</sup> grade)        | <b>Between ages 8-10 students:</b><br><br>(To be assessed in 6 <sup>th</sup> grade)              | <b>Between ages 11-14 students know and are able to do everything required at earlier ages, and:</b><br><br>(To be assessed in 8 <sup>th</sup> grade) | <b>Between ages 15-18, students know and are able to do everything required at earlier ages, and:</b><br><br>(State Mandated Exam)                         |
|---|---|--|---|--|
| 4) Understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances.                                  | Describe at least on job in which a person is self-employed.                                | Describe personal characteristics and working conditions of self-employment.                     | Explore a variety of self-employment opportunities and marketing studies.   | Develop a concept for a business, identify resources needed, and present plan to potential investors.  |
| 5) Understand how an individual job fits into the overall organization and how the organization fits into the overall economy,  | Describe how a classroom job contributes to the functioning of the classroom.               | Identify at least three jobs in the community and explain how each contributes to the community. | Identify at least ten jobs needed in large organizations, such as a hospital, factory, school, etc.   | Research safety statistics and identify three high hazard industries and explain safety measures undertaken to create safe workplaces in those industries. |
| 6) Understand the need for safe practices in the workplace.   | Identify three ways in which a student helps keep the classroom safe.                       | Identify potential safety hazards in the school.   | Identify three potential safety hazards in the workplace and list strategies for creating a safe environment.   | Research safety statistics and identify three high hazard industries and explain safety measures undertaken to create safe workplaces in those industries. |
| 7) Understand employee and employer rights and responsibilities.  | Identify classroom rules for teacher and student and how rules contribute to the classroom. | Describe the process to use to challenge or change a school rule.                                | Describe three rights students have and what students' responsibilities are to keep those rights.   | Identify sources of and employer rights. Identify a challenge to defend your opinion of the result.  |

## Developmental Assets for Elementary-Age Children

### EXTERNAL ASSETS

#### *Support*

1. **Family Support** – Family life provides high levels of love and support.
2. **Positive family communication** – Parent(s) and child communicate positively. Child is willing to seek advice and counsel from parent(s).
3. **Other adult resources** – Child receives support from nonparent adults.
4. **Caring neighborhood** – Child experiences caring neighbors.
5. **Caring school climate** – School provides a caring, encouraging environment.
6. **Parent involvement in schooling** – Parent(s) are actively involved in helping young person succeed in school

#### *Empowerment*

7. **Community values children** – Child feels that the community values and appreciates children.
8. **Children given useful roles** – Child is included in family decisions and is given useful roles at home and in the community.
9. **Service to others** – Child and parent(s) serve others and the community.
10. **Safety** – Child feels safe at home, at school, and in the neighborhood.

#### *Boundaries and Expectations*

11. **Family boundaries** – Family has clear rules and consequences, and monitors child's whereabouts.
12. **School boundaries** – School provides clear rules and consequences.
13. **Neighborhood boundaries** -Neighbors take responsibility for monitoring the child(s) behavior.
14. **Adult role models** – Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer interactions** – Child plays with children who model responsible behavior.
16. **Expectations for growth** – Adults have realistic expectations of development at this age. Parent(s), caregivers, and other adults encourage child to achieve and develop his or her unique talents.

#### *Constructive Use of Time*

17. **Creative activities** – Child participates in music, art or drama three or more hours each week through home and out-of-home activities.
18. **Child programs** – Child spends one or more hours per week in extracurricular school activities or structured community programs.
19. **Religious community** – Family attends religious programs or services at least one hour per week.
20. **Positive supervised time at home** – Child spends most evenings and weekends at home with parent(s) in predictable and enjoyable routines.

## INTERNAL ASSETS

### *Commitment to Learning*

- 21. Achievement expectation** – Child is motivated to do well in school.
- 22. School engagement** – Child is responsive, attentive, and actively engaged in learning.
- 23. Homework** – Child does homework when it is assigned.
- 24. Bonding to school** – Child cares about her or his school.
- 25. Reading for pleasure** – Child and a caring adult read together for at least 30 minutes a day. Child also enjoys reading without an adult’s involvement.

### *Positive Values*

- 26. Caring** – Child is encouraged to help other people and to share his or her possessions.
- 27. Equality and social justice** – Child begins to show interest in making the community a better place.
- 28. Integrity** – Child begins to act on convictions and stands up for her or his beliefs.
- 29. Honesty** – Child begins to value honesty and act accordingly.
- 30. Responsibility** – Child begins to accept and takes personal responsibility for age appropriate tasks.
- 31. Healthy lifestyle and sexual attitudes** – Child begins to value good health habits. Child learns healthy sexual attitudes and beliefs and to respect others.

### *Social Competencies*

- 32. Planning and decision-making** – Child learns beginning skills of how to plan ahead and make decisions at an appropriate developmental level.
- 33. Interpersonal competence** – Child interacts with adults and children and can make friends. Child expresses and articulates feelings in appropriate ways and empathizes with others.
- 34. Cultural competence** -Child has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- 35. Resistance skills** – Child begins to develop the ability to resist negative peer pressure and dangerous situations.
- 36. Peaceful conflict resolution** – Child attempts to resolve conflict nonviolently.

### *Positive Identity*

- 37. Personal power** – Child begins to feel he or she has control over “things that happen to me.” Child begins to manage life’s frustrations and challenges in ways that have positive results for child and others.
- 38. Self-esteem** – Child reports having a high self-esteem.
- 39. Sense of purpose** – Child reports that “my life has a purpose.”
- 40. Positive view of personal future** – Child is optimistic about her or his personal future.

**EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES**

Grade(s) K – 2

Page 1

| TITLE  | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|--|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| Emily  | X       |                |           |        |                 |                  |          |             |
| The Little Painter of Sabana Grande                                  | X       |                |           |        |                 |                  |          |             |
| The Signmaker’s Assistant  | X       |                |           |        |                 |                  |          |             |
| Miss Rumphius  | X       | X              |           | X      |                 |                  |          |             |
| The Earthworks Group, 50 Simple Things Kids Can Do to Save the Earth |         | X              |           |        |                 |                  |          |             |
| Bently and Egg   |         | X              |           |        |                 |                  |          |             |
| Saving Our Planet: 52 Easy Things Kids Can Do Now                    |         | X              |           |        |                 |                  |          |             |
| The Wartville Wizard   |         | X              |           |        |                 |                  |          |             |
| The First Garden Book  |         | X              |           |        |                 |                  |          |             |
| Best Kids’ Garden Book   |         | X              |           |        |                 |                  |          |             |
| The Great Kapok Tree   |         |                |           | X      |                 |                  |          |             |
| The Market Square Dog  |         |                |           | X      |                 |                  |          |             |
| Glady’s Told Me to Meet Her Here                                     |         |                |           | X      |                 |                  |          |             |
| Big Al   |         |                |           | X      |                 |                  |          |             |
| Petunia  |         |                |           |        |                 | X                |          |             |
| A Big Fat Enormous Lie   |         |                | X         |        |                 | X                |          |             |
| Charlie the Catepillar   | X       |                |           | X      |                 |                  |          |             |
| Alfie Gets in First  |         | X              |           |        | X               |                  |          |             |
| Dr DeSoto  |         |                |           |        |                 | X                |          |             |
| Arthur’s April Fool  |         |                |           |        |                 |                  | X        |             |
| Herbie’s Troubles  |         |                |           |        |                 |                  | X        |             |
| Rotten Ralph   |         |                |           |        |                 |                  | X        |             |
| Chrysanthemum  |         |                |           |        |                 |                  | X        |             |
| Amazing Grace  |         |                |           |        |                 | X                |          |             |
| The Sneetches  |         |                |           |        |                 |                  | X        |             |
| Tyrone the Horrible  |         |                |           |        |                 |                  | X        |             |
| American the Beautiful   |         |                |           |        |                 |                  |          | X           |
| From Sea to Shining Sea  |         |                |           |        |                 |                  |          | X           |
| The Big Book for Peace   |         |                |           |        |                 |                  |          | X           |
| Gonna Sign My Head Off!!   |         |                |           |        |                 |                  |          | X           |
| Old Turtle   |         |                |           |        |                 |                  |          | X           |
| Brother Eagle, Sister Sky  |         | X              |           |        |                 |                  |          | X           |
| The Giving Tree  |         |                |           | X      |                 |                  |          |             |
| Fly Away Home  | X       | X              | X         | X      | X               | X                |          | X           |
| Forget Their Manners   | X       | X              |           | X      |                 |                  |          |             |
| Ruby the Copycat   | X       |                |           | X      |                 |                  |          |             |

EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES

Grade(s) K – 2

Page 2

| TITLE                                  | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|--|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| The Rainbow Fish                       | X       |                |           | X      |                 |                  |          |             |
| What's the Matter                      |         | X              |           | X      | X               |                  |          |             |
| Mike Mulligan and His Steam Shovel     |         |                | X         |        |                 |                  |          |             |
| Miss Nelson is Mission                 | X       |                |           |        |                 |                  |          |             |
| The Little Rabbit Who Wanted Red Wings | X       |                |           |        |                 |                  |          |             |
| Old Henry                              | X       |                |           |        |                 |                  |          |             |
| The Biggest Nose                       | X       |                |           |        |                 |                  |          |             |
| The Mixed-Up Chameleon                 | X       |                |           |        |                 |                  |          |             |
| Arnie and the New Kid                  | X       |                |           |        |                 |                  |          |             |
| I Like Me                              | X       |                |           |        |                 |                  |          |             |
| Some Friend                            | X       |                |           |        |                 |                  |          |             |
| It's George                            | X       |                |           |        |                 |                  |          |             |
| So What?                               | X       |                |           |        |                 |                  |          |             |
| I Never Win!                           | X       |                |           |        |                 |                  |          |             |
| Bright Eyes, Brown Skin                | X       |                |           |        |                 |                  |          |             |
| What a Catch!                          | X       |                |           |        | X               |                  |          |             |
| Horace                                 | X       |                |           |        |                 |                  |          |             |
| Round Robin                            | X       |                |           |        | X               |                  |          |             |
| Rhino                                  | X       |                |           |        |                 |                  |          |             |
| Feeling Fit                            | X       |                |           |        |                 |                  |          |             |
| Lentil                                 | X       |                |           |        |                 |                  |          |             |
| The Rag Coat                           | X       |                |           |        |                 |                  |          |             |
| The Luckiest One of All                | X       |                |           |        |                 |                  |          |             |
| Pamela Camel                           | X       |                |           |        |                 |                  |          |             |
| I'm Terrific                           | X       |                |           |        |                 |                  |          |             |
| Poor Girl, Rich Girl                   | X       |                |           |        |                 |                  |          |             |
| Elbert's Bad Word                      | X       |                |           |        |                 |                  |          |             |
| Crow Boy                               | X       |                |           |        |                 |                  |          |             |
| The Grasshopper and the Ants           |         | X              |           |        |                 |                  |          |             |
| The Little Red Hen                     |         | X              |           |        |                 |                  |          |             |
| Helping Out                            |         | X              |           |        |                 |                  |          |             |
| The Signmaker's Assistant              |         | X              |           |        |                 |                  |          |             |
| Arthur's Pet Business                  |         | X              |           |        |                 |                  |          |             |
| Janet Reachfar and Chickabird          |         | X              |           |        |                 |                  |          |             |
| Flyaway Girl                           |         | X              |           |        |                 |                  |          |             |
| Lazy Lion                              |         | X              |           |        |                 |                  |          |             |
| Alone at Home                          |         | X              |           |        |                 |                  |          |             |

EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES

Grade(s) K – 2

Page 3

| TITLE                                 | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|---------------------------------------|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| Sophie's Role                         |         | X              |           |        |                 |                  |          |             |
| Jake Baked the Cake                   |         | X              |           |        |                 |                  |          |             |
| The Man Who Did Not Wash His Dishes   |         | X              |           |        |                 |                  |          |             |
| Mine for a Year                       |         | X              |           |        |                 |                  |          |             |
| The Homework Caper                    |         | X              |           |        |                 |                  |          |             |
| A Treeful of Pigs                     |         | X              |           |        |                 |                  |          |             |
| Fox and His Friends                   |         | X              |           |        |                 |                  |          |             |
| Mrs. Katz and Tush                    | X       |                |           |        |                 |                  |          |             |
| The Girl Who Loved Wild Horses        | X       |                |           |        |                 |                  |          |             |
| Jenny Archer, Author                  | X       |                |           |        |                 |                  |          |             |
| Yertle the Turtle                     | X       |                |           |        |                 |                  |          |             |
| The Line Up Book                      |         | X              |           |        |                 |                  |          |             |
| Annabelle Swift, Kindergarten         |         | X              |           |        |                 |                  |          |             |
| Bartholomew and the Oobleck           |         | X              |           |        |                 |                  |          |             |
| Boy of the Three Year Nap             |         | X              |           |        |                 |                  |          |             |
| Breakfast Time, Ernest and Celestine  |         | X              |           |        |                 |                  |          |             |
| The Biggest Bear                      |         | X              |           |        |                 |                  |          |             |
| Pedro and the Padre                   |         |                | X         |        |                 |                  |          |             |
| Fox Tale                              |         |                | X         |        |                 |                  |          |             |
| The Two of Them                       |         |                | X         |        |                 |                  |          |             |
| Peter the Wanderer                    |         |                | X         |        |                 |                  |          |             |
| Tim to the Rescue                     |         |                | X         |        |                 |                  |          |             |
| The True Francine                     |         |                | X         |        |                 |                  |          |             |
| The Principal's New Clothes           |         |                | X         |        |                 |                  |          |             |
| Arnie and the Stolen Markers          |         |                | X         |        |                 |                  |          |             |
| Loudmouth George and the Fishing Trip |         |                | X         |        |                 |                  |          |             |
| Harriet and the Garden                |         |                | X         |        |                 |                  |          |             |
| The Empty Pot                         |         |                | X         |        |                 |                  |          |             |
| Fancy Feet                            |         |                | X         |        |                 |                  |          |             |
| Jamaica's Find                        |         |                | X         |        |                 |                  |          |             |
| Even If I Did Something Awful         |         |                | X         |        |                 |                  |          |             |
| Beauty and the Beast                  |         |                | X         |        |                 |                  |          |             |
| Anansi and the Moss Covered Rock      |         |                | X         |        |                 |                  |          |             |
| Herbie Jones and the Class Gift       |         |                | X         |        |                 |                  |          |             |
| He's My Brother                       |         |                | X         |        |                 |                  |          |             |
| What a Good Lunch!                    |         |                |           |        | X               |                  |          |             |
| Red Ribbon Rosie                      |         |                | X         |        |                 |                  |          |             |

EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES

Grade(s) K – 2

Page 4

| TITLE  | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|--|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| The Mountain that Loved a Bird                   |         |                | X         |        |                 |                  |          |             |
| Sam, Bangs and Moonshine                         |         |                | X         |        |                 |                  |          |             |
| The Stinky Sneakers Contest                      |         |                | X         |        |                 |                  |          |             |
| Anatole  |         |                | X         |        |                 |                  |          |             |
| The Adventures of Obadiah                        |         |                | X         |        |                 |                  |          |             |
| Sleeping Ugly                                    |         |                | X         |        |                 |                  |          |             |
| Cleversticks                                     |         |                |           |        | X               |                  |          |             |
| The Lucky Baseball Hat                           |         |                |           |        | X               |                  |          |             |
| Jenny Archer, Author                             |         |                |           |        | X               |                  |          |             |
| I Never Win!                                     |         |                |           |        | X               |                  |          |             |
| Mop Top  |         |                |           |        | X               |                  |          |             |
| Little Toot                                      |         |                |           |        | X               |                  |          |             |
| Alone at Home                                    |         |                |           |        | X               |                  |          |             |
| Superduper Teddy                                 |         |                |           |        | X               |                  |          |             |
| The Pig's Picnic                                 |         |                |           |        | X               |                  |          |             |
| Sophie's Snail                                   |         |                |           |        | X               |                  |          |             |
| Yummers  |         |                |           |        | X               |                  |          |             |
| Miretta on the High Wire                         |         |                |           |        | X               |                  |          |             |
| I Speak English for My Mon                       |         |                |           |        | X               |                  |          |             |
| Eddycat Series                                   | X       |                |           |        |                 |                  |          |             |
| Bootsie Barker Bites                             | X       |                |           |        |                 |                  |          |             |
| Three Wishes                                     | X       |                |           |        |                 |                  |          |             |
| It Takes a Village                               | X       |                |           |        |                 |                  |          |             |
| The Big Book Four Our Planet                     | X       |                |           |        |                 |                  |          |             |
| A Hebrew Alphabet Book                           | X       |                |           |        |                 |                  |          |             |
| Bernstein Bears Big Chapter Book Series          | X       |                |           |        |                 |                  |          |             |
| Abuela's Weaves                                  | X       |                |           |        |                 |                  |          |             |
| Alef-Bet: A Hebrew Alphabet Book                 | X       |                |           |        |                 |                  |          |             |
| Zinnia and Dot                                   | X       |                |           |        |                 |                  |          |             |
| A Better World Series                            | X       |                |           |        |                 |                  |          |             |
| A Crack in the Wall                              | X       |                |           |        |                 |                  |          |             |
| Pass It On: African American Poetry for Children | X       |                |           |        |                 |                  |          |             |
| My Best Friend                                   | X       |                |           |        |                 |                  |          |             |
| The Cherry Tree                                  | X       |                |           |        |                 |                  |          |             |
| Come Home With Me: A Multicultural Treasure Hunt | X       |                |           |        |                 |                  |          |             |
| The Best Bug To Be                               | X       |                |           |        |                 |                  |          |             |
| Mary Marony and the Snake                        | X       |                |           |        |                 |                  |          |             |

**EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES**

Grade(s) K – 1

Page 1

| TITLE                                  | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|--|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| Chester's Way                          | X       |                |           | X      |                 | X                | X        |             |
| Daniel's Dog                           |         | X              |           | X      |                 | X                | X        |             |
| General Store                          | X       |                |           |        |                 |                  |          |             |
| Is This for You?                       | X       |                |           | X      |                 |                  |          |             |
| Celebrations                           | X       |                |           | X      |                 |                  |          |             |
| The Halloween Performance              | X       |                |           | X      |                 |                  |          |             |
| It's Thanksgiving                      |         |                |           | X      |                 |                  |          |             |
| Las Nandades                           | X       |                |           |        |                 | X                | X        | X           |
| Lion Dancer                            | X       |                |           |        |                 | X                |          |             |
| Valentine friends                      |         |                |           |        |                 |                  | X        |             |
| Yunder                                 |         | X              |           | X      |                 | X                |          |             |
| Home in the Sky                        | X       | X              |           | X      |                 |                  |          |             |
| A Clean House for Mole and Mouse       | X       | X              |           | X      |                 |                  |          |             |
| This is the Place For Me               | X       |                |           |        |                 |                  |          |             |
| How A House Is Built                   | X       | X              |           |        |                 |                  | X        |             |
| The Big Orange Splot                   |         | X              |           | X      |                 | X                | X        | X           |
| A House Is a House For Me              |         |                |           | X      |                 |                  |          |             |
| The Foolish Tortoise                   | X       |                |           |        |                 |                  |          |             |
| The Greedy Python                      |         | X              |           |        |                 |                  | X        |             |
| Franklin Fibs                          | X       |                |           |        |                 | X                |          |             |
| What Mary Jo Shared                    | X       |                |           | X      |                 |                  |          | X           |
| Tyrone the Double Dirty Rotten Cheater | X       | X              | X         |        |                 |                  |          | X           |
| Tyrone the Horrible                    | X       | X              |           |        |                 |                  | X        | X           |
| Kindergarten Little Yellow Chicken     |         |                |           | X      |                 |                  |          |             |
| Sunshine                               |         | X              |           |        |                 |                  |          |             |
| No Good in Art                         | X       |                |           |        |                 |                  |          |             |
| Corduory                               |         |                |           | X      |                 |                  |          |             |
| The Emperor's New Clothes              | X       |                | X         |        |                 |                  |          |             |
| Grimm's Fairy Tales                    | X       | X              | X         |        |                 |                  |          |             |
| Winnie the Pooh                        | X       |                | X         | X      | X               | X                | X        |             |
| The Little Engine That Could           |         | X              |           |        | X               |                  |          |             |
| Curious George                         | X       |                |           | X      |                 |                  |          |             |
| First Grade The Giving Tree            |         | X              |           |        |                 |                  |          |             |
| Frog and Toad Are Friends              |         |                |           | X      |                 |                  |          |             |
| The Crying Christmas Tree              | X       | X              |           |        |                 |                  |          |             |
| The First and the Gimme Gimmes         |         |                |           | X      | X               |                  |          |             |
| Paul and Sebastian                     | X       |                |           | X      |                 |                  |          |             |

**EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES**

Grade(s) K – 1  
Page 2

| TITLE             | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|-------------------|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| The Empty Pot     |         | X              | X         |        | X               | X                |          |             |
| Tacky the Penguin | X       |                |           |        |                 |                  |          | X           |
| Am I Beautiful?   | X       |                |           | X      |                 |                  |          |             |
| Fluffy            | X       |                |           | X      |                 |                  |          |             |

EMPLOYABILITY/SEL/CHARACTER EDUCATION RESOURCES

Grade(s) 2

Page 1

| TITLE   | RESPECT | RESPONSIBILITY | INTEGRITY | CARING | SELF-DISCIPLINE | TRUST WORTHINESS | FAIRNESS | CITIZENSHIP |
|---|---------|----------------|-----------|--------|-----------------|------------------|----------|-------------|
| Mufaro's Beautiful Daughter                             |         |                |           | X      |                 |                  |          |             |
| Brave Irene   |         | X              | X         |        |                 |                  |          |             |
| Thy Friend, Obadiah                                     |         | X              |           |        |                 |                  |          |             |
| Horton Hatches the Egg                                  |         | X              |           |        |                 |                  |          |             |
| George and Martha Stories                               |         |                |           |        |                 | X                |          |             |
| Amelia Bedelia  |         |                |           |        |                 | X                |          |             |
| Amazing Grace   |         | X              |           |        |                 | X                | X        |             |
| Ira Sleeps Over   |         |                |           |        |                 | X                |          |             |
| Charlie and the Chocolate Factory                       |         |                |           |        |                 | X                |          | X           |
| Mrs. Piggle Wiggle Books                                | X       |                |           |        |                 | X                | X        |             |
| Berenstein Bear Books                                   | X       | X              |           | X      |                 | X                | X        | X           |
| Miss Nelson Books                                       | X       | X              |           |        |                 |                  |          |             |
| Leo the Late Bloomer                                    | X       |                |           |        |                 |                  | X        |             |
| Perfect the Pig   | X       |                |           |        |                 |                  |          |             |
| Alexander the Terrible, Horrible, No Good, Very Bad Day | X       | X              |           |        |                 |                  | X        |             |
| Make Way for Ducklings                                  |         | X              |           |        |                 |                  |          |             |
| Three Bears   |         | X              |           |        |                 |                  |          |             |
| Best Friends  | X       |                | X         |        |                 |                  |          | X           |
| The Big Orange Splot                                    |         | X              |           | X      |                 | X                | X        | X           |
| Cinderella  |         |                |           | X      |                 |                  | X        |             |
| The Rough Faced Girl                                    |         |                |           |        |                 | X                | X        |             |
| Freckles and Willie                                     |         |                |           | X      |                 |                  |          |             |
| I'll Love You Forever                                   | X       |                |           | X      |                 |                  |          |             |
| I'll Always Love You                                    |         |                |           | X      |                 |                  |          |             |
| Max   | X       |                |           |        |                 | X                |          |             |
| Nate the Great  | X       |                |           |        |                 | X                |          |             |
| Ugly Duckling   | X       |                |           | X      |                 |                  | X        |             |
| Keep the Lights Burning, Abbie                          |         | X              |           |        |                 |                  |          |             |
| The Story of Johnny Appleseed                           |         |                |           | X      |                 |                  |          | X           |
| Daniel's Duck   |         |                |           | X      |                 |                  |          |             |
| Train Set   |         |                |           | X      |                 |                  |          |             |
| A Chair for Mother                                      |         |                |           | X      |                 |                  |          |             |
| Soccer Sam  | X       |                |           |        |                 | X                |          |             |
| Dandelion   |         |                |           |        |                 | X                |          |             |
| Mitchell is Moving                                      |         |                |           | X      |                 |                  |          |             |
| Me First and the Gimme Gimmes                           |         |                |           | X      | X               |                  |          |             |
| Paul and Sebastian                                      | X       |                |           | X      |                 |                  |          |             |

