

**MICHIGAN CAREER AND EMPLOYABILITY SKILLS FOR ELEMENTARY STUDENTS**

Correlated with American Careers For Kids

(The page numbers listed refer to pages in the Student ACK!tivity Book.)

APPLIED SKILLS	CAREER PLANNING
<p><b>Content Standard 1: Apply basic communication skills, scientific and social studies concepts and perform mathematical processes in work-related situations.</b></p> <p><b>1. Explore careers by reading about them and write a report using correct grammar, spelling and punctuation.</b></p> <p>Performance Assessment.</p> <p><b>2. Perform basic mathematical computations to solve workplace problems. Write a report explaining the process and the answer.</b></p> <p>Students use computation to solve workplace problems. We don't specifically ask them to write a report, but a teacher could easily add that component to the assignment.</p> <p><b>3. Work in teams on projects that require listening to directions, outlining the processes used. Give a verbal presentation detailing the process, the time spent and the results.</b></p> <p>Pages 18-19, 29, 39-41, 43, 44, 52, 57-58.</p> <p><b>4. Identify basic technology used in the classroom, school and the workplace and explain how it is used.</b></p> <p>Pages 12, 13, 16, 18-19, 28, 29, 43, 44, 54, 60.</p>	<p><b>Content Standard 2: Acquire, organize, interpret and evaluate information from career awareness and exploration activities, career assessment and work-based experiences to identify and pursue career goals.</b></p> <p><b>1. Identify and explore varied career and employment opportunities. (MOIS, guest speakers, field trips, interviewing family members or family friends.)</b></p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 29, 31, 42, 59, 60.</p> <p><b>2. Discuss the importance of the contributions of workers in a variety of fields.</b></p> <p>Pages 5-6, 8, 12, 13, 16, 17, 20-21, 22, 26, 27, 28, 29, 31, 34, 35, 36, 37, 38, 42, 43, 53, 54, 55, 56, 60.</p> <p><b>3. Identify activities that one likes and dislikes. (hobbies, sports, school tasks)</b></p> <p>Pages 1-4, 22, 34, 37, 38, 39-41, 47-48, 57-58, 59, Performance Assessment.</p> <p><b>4. Portray oneself in several potential career activities of one's choice.</b></p> <p>Pages 1-4, 5-6, 12, 13, 14-15, 16, 17, 20-21, 22, 23-24, 26, 27, 28, 29, 32-33, 34, 35, 36, 37, 38, 42, 43, 44, 47-48, 50-51, 54, 55, 56, 59, Performance Assessment.</p> <p><b>5. Use a decision-making model to determine a course of action regarding a home, school or community activity.</b></p> <p>Pages 32-33, 37, 39-41, 56.</p>

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<b>CAREER PLANNING</b> <i>(continued)</i>	<b>DEVELOPING AND PRESENTING INFORMATION</b>
<p><b>6. Explore the broad range of career options available to women and men without discrimination based on gender, race or other stereotype.</b></p> <p>Pages 1-4, 8, 12, 13, 16, 22, 28, 29, 34, 37, 38, 59, 60, Performance Assessment.</p> <p><b>7. Explore the role of work in society and the ways people prepare for employment.</b></p> <p>Pages 5-6, 7, 8, 9, 10-11, 12, 13, 16, 17, 27, 28, 29, 43, 44, 47-48, 59, Performance Assessment.</p>	<p><b>Content Standard 3: Demonstrate ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas and organize and present information in formats such as symbols, pictures, schematics, charts and graphs.</b></p> <p><b>1. Interpret simple data contained in symbols, pictures, charts and graphs.</b></p> <p>Pages 1-4, 20-21, 26, 27, 28, 29, 32-33, 37, 39-41, 46, 47-48, 54, 56.</p> <p><b>2. Collect information from multiple sources.</b></p> <p>Pages 12, 13, 20-21, 28, 29, 31, 36, 42, 46, 49, 50-51, 54, 55, 56, 59, 60, Performance Assessment.</p> <p><b>3. Use imagination freely to present ideas and relationships in new ways.</b></p> <p>Pages 5-6, 12, 13, 16, 22, 28, 29, 32-33, 34, 37, 38, 42, 43, 44, 46, 49, 50-51, 55, 56, 59, Performance Assessment.</p> <p><b>4. Evaluate ideas for general relevance.</b></p> <p>Pages 5-6, 12, 13, 16, 20-21, 22, 28, 29, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 49, 55, 56, 59, 60, Performance Assessment.</p> <p><b>5. Communicate ideas in varied formats (pictures, charts, graphs, oral reports and three dimensional objects).</b></p> <p>Pages 9, 10-11, 12, 13, 26, 27, 28, 29, 31, 32-33, 35, 36, 37, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 50-51, 54, 55, 56.</p>

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PROBLEM SOLVING	PERSONAL MANAGEMENT
<p><b>Content Standard 4: Make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives and evaluating results.</b></p> <p><b>1. Identify a problem and explain it. (why it is a problem, how it affects a situation, etc.)</b></p> <p>Pages 5-6, 12, 20-21, 22, 29, 31, 32-33, 37, 55, 56, 59, Performance Assessment.</p> <p><b>2. Identify ways to solve a problem. Then decide and explain which solution to use.</b></p> <p>Pages 5-6, 12, 20-21, 22, 29, 32-33, 37, 55, 56.</p> <p><b>3. Identify ways to measure the impact of a solution to determine its effectiveness.</b></p> <p>Pages 5-6, 12, 20-21, 22, 29, 32-33, 37, 55, 56.</p>	<p><b>Content Standard 5: Display personal qualities such as responsibility, self-management, ethical behaviors and respect for self and others.</b></p> <p><b>1. Explain the importance of regular attendance.</b></p> <p>Pages 38, 39-41.</p> <p><b>2. Identify and demonstrate good study and work habits.</b></p> <p>Pages 16, 32-33, 37, 38, 39-41, 47-48, Performance Assessment.</p> <p><b>3. Describe the relationship between doing well in school and performing well in a career.</b></p> <p>Pages 5-6, 16, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39-41, 42, 43, 44, 46, 47-48, 54, 56, 59, Performance Assessment.</p> <p><b>4. Initiate projects and extra activities for personal satisfaction.</b></p> <p>Pages 22, 29, 47-48, Performance Assessment.</p> <p><b>5. Monitor and evaluate accurately one's progress towards a goal or completion of a project.</b></p> <p>Pages 22, 38, 39-41, 47-48, 59, Performance Assessment.</p> <p><b>6. Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.</b></p> <p>Pages 26, 29, 39-41, 44, 52.</p> <p><b>7. Follow directions.</b></p>

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<b>PERSONAL MANAGEMENT</b> <i>(continued)</i>	
<p>Pages 1-4, 5-6, 10-11, 12, 13, 16, 17, 18-19, 20-21, 22, 23-24, 26, 27, 28, 29, 31, 34, 35, 36, 38, 39-41, 42, 43, 44, 45, 46, 47-48, 49, 50-51, 52, 53, 54, 55, 56, 57-58, 59, 60, Performance Assessment.</p> <p><b>8. Identify basic goals or items to accomplish.</b></p> <p>Pages 32-33, 37, 47-48, 49, 56, 59, Performance Assessment.</p> <p><b>9. Work independently with some supervision.</b></p> <p>Pages 1-4, 5-6, 9, 10-11, 12, 13, 16, 17, 26, 27, 28, 29, 31, 32-33, 34, 35, 36, 37, 38, 39-41, 42, 43, 46, 47-48, 49, 50-51, 53, 55, 57-58, 60.</p> <p><b>10. Be responsible for one's own thoughts and actions.</b></p> <p>Pages 1-4, 14-15, 23-24, 32-33, 34, 37, 38, 39-41, 47-48, 49, 57-58, 59, Performance Assessment.</p> <p><b>11. Demonstrate knowledge of established school rules.</b></p> <p>Pages 32-33, 37, 39-41, 44.</p> <p><b>12. Respect the property rights of other students.</b></p> <p>Pages 22, 32-33, 37, 39-41.</p> <p><b>13. Exhibit honesty and fairness in everyday behavior.</b></p> <p>Pages 14-15, 23-24, 32-33, 37, 39-41, 57-58, 60.</p>	<p><b>14. Assess one's own strength and limitations and acknowledge strengths while developing strategies to overcome weaknesses.</b></p> <p>Pages 1-4, 16, 22, 34, 38, 39-41, 47-48, 57-58, 59, Performance Assessment.</p> <p><b>15. Respect the rights of others while helping them make needed adjustments to be part of the class or group.</b></p> <p>Pages 14-15, 23-24, 32-33, 34, 37, 38, 39-41, 57-58.</p> <p><b>16. Use social manners appropriate to the classroom.</b></p> <p>Pages 1-4, 14-15, 23-24, 26, 27, 32-33, 37, 39-41, 44, 57-58, 60.</p> <p><b>17. Respect individuality and give recognition to other students for their achievements.</b></p> <p>Pages 14-15, 23-24, 32-33, 34, 37, 38, 39-41, 57-58.</p> <p><b>18. Respect the individuality of others.</b></p> <p>Pages 14-15, 23-24, 32-33, 34, 37, 38, 39-41, 57-58.</p>

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<b>ORGANIZATIONAL SKILLS</b>	
<p><b>Content Standard 6: Identify, organize, plan and allocate resources efficiently and effectively.</b></p> <p><b>1. Use clocks to tell time.</b> Not directly addressed.</p> <p><b>2. Understand and use calendars.</b> Not directly addressed.</p> <p><b>3. Follow a daily routine.</b> Not directly addressed.</p> <p><b>4. Identify and prioritize tasks to be completed.</b> Pages 22, 29, 39-41, 47-48.</p> <p><b>5. Count money accurately.</b> Page 17.</p> <p><b>6. Use money to make purchases and make correct change.</b> Page 17.</p> <p><b>7. Differentiate between wants and needs.</b> Pages 5-6, 22, 37, 59, 60.</p> <p><b>8. Identify materials, tools and processes to a task.</b> Pages 22, 29, 39-41, 47-48.</p>	<p><b>9. Identify and list resources from the home or school environment that can be used to solve problems.</b> Pages 5-6, 22, 29, 39-41, 47-48.</p> <p><b>10. Show proper care of supplies and equipment used in school .</b> Pages 9, 10-11, 12, 13, 18-19, 26, 27, 39-41, 42, 44, 45, 52.</p> <p><b>11. Work cooperatively with classmates in teams in simulated work activities.</b> Pages 1-4, 12, 13, 14-15, 16, 18-19, 23-24, 26, 27, 29, 32-33, 37, 39-41, 43, 44, 45, 52, 57-58, 60.</p> <p><b>12. Use active listening and speaking skills with adults and peers.</b> Pages 1-4, 14-15, 16, 18-19, 23-24, 27, 32-33, 34, 37, 38, 39-41, 44, 45, 52, 57-58, 60.</p> <p><b>13. Delegate tasks according to differing interests and abilities.</b> Pages 39-41.</p>

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TEAMWORK	
<p><b>Content Standard 7: Work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers and contribute to a group process with ideas, suggestions and efforts.</b></p> <p><b>1. Describe one's role as a team member (leader, follower, recorder, reporter).</b></p> <p>Pages 39-41.</p> <p><b>2. Help group establish goals.</b></p> <p>Pages 1-4, 12, 13, 14-15, 16, 18-19, 23-24, 26, 27, 29, 32-33, 37, 39-41, 43, 44, 45, 52, 57-58, 60.</p> <p><b>3. Plan one's personal contribution to a project.</b></p> <p>Pages 39-41.</p> <p><b>4. Share tasks necessary to complete a team project.</b></p> <p>Pages 39-41.</p> <p><b>5. Demonstrate small group listening, speaking and questioning skills.</b></p> <p>Pages 1-4, 12, 13, 14-15, 16, 18-19, 23-24, 26, 27, 29, 32-33, 37, 39-41, 43, 44, 45, 52, 57-58, 60.</p> <p><b>6. State a problem clearly.</b></p> <p>Pages 14-15, 23-24, 29, 32-33, 37, 47-48, 49, 50-51, 56, 59.</p>	<p><b>7. Accept and offer suggestions in a positive way.</b></p> <p>Pages 1-4, 5-6, 14-15, 16, 18-19, 23-24, 27, 29, 32-33, 37, 39-41, 44, 52, 57-58, 60.</p> <p><b>8. Understand compromise and respect the decision of the group and/or the supervising adult.</b></p> <p>Pages 1-4, 5-6, 14-15, 16, 18-19, 23-24, 27, 29, 32-33, 37, 39-41, 44, 52, 57-58, 60.</p> <p><b>9. Participate in the implementation of a decision and evaluate the results.</b></p> <p>Pages 5-6, 18-19, 20-21, 22, 29, 32-33, 37, 39-41, 49, 56.</p> <p><b>10. Understand the concept of "compromise."</b></p> <p>Pages 14-15, 23-24, 32-33, 37, 39-41, 60.</p> <p><b>11. Explore one's own culture, the cultures of others and how cultures differ and are the same.</b></p> <p>Pages 13, 20-21, 31, 32-33, 42, 46, 49.</p> <p><b>12. Work effectively with peers of the opposite gender, of differing abilities and of one's own and other cultures.</b></p> <p>All projects and assignments require students to work with peers of opposite gender and differing abilities. The degree to which they work with peers from other cultures depends on the class make-up.</p>

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TEAMWORK <i>(continued)</i>	NEGOTIATION SKILLS
<p><b>13. Understand the qualities of positive leadership.</b></p> <p>Pages 1-4, 5-6, 23-24, 27, 29, 32-33, 34, 37, 38, 39-41, 42, 43, 44, 45, 49, 55, 56, 57-58, 60.</p>	<p><b>Content Standard 8: Communicate ideas to support a position and negotiate to resolve divergent interests.</b></p> <p><b>1. Determine the role of information in an argument and how the lack of information affects an argument.</b></p> <p>Pages 1-4, 8, 12, 14-15, 20-21, 27, 29, 31, 32-33, 34, 37, 39-41, 49, 55, 56, 59, 60.</p> <p><b>2. Locate information to support a point of view and state a position.</b></p> <p>Pages 8, 12, 20-21, 29, 32-33, 49, 55, 56, 60.</p> <p><b>3. Demonstrate listening to the ideas of others and making an informed choice.</b></p> <p>Pages 8, 12, 20-21, 29, 32-33, 49, 55, 56, 60.</p>

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UNDERSTANDING SYSTEMS AND USING TECHNOLOGY	
<p><b>Content Standard 9: Understand, monitor and improve complex systems, including social, technical and mechanical systems and work with and maintain a variety of technologies.</b></p> <p><b>1. Identify several different kinds of systems.</b></p> <p>Pages 1-4, 5-6, 13, 14-15, 18-19, 32-33, 37, 39-41, 42, 59.</p> <p><b>2. Discuss ways that the classroom, school, community and workplace are social systems.</b></p> <p>Pages 1-4, 5-6, 14-15, 32-33, 37, 39-41, 42, 59, 60.</p> <p><b>3. Connect family or community needs with the businesses or organizations that meet them.</b></p> <p>Pages 5-6, 16, 20-21, 22, 29, 47-48, 49, 56, 59, 60.</p> <p><b>4. Identify examples of technological systems, describe how they work (input, process, output).</b></p> <p>Pages 18-19.</p> <p><b>5. Name examples of how an outcome of a technological system can be desired or undesired, expected or unexpected.</b></p> <p>Pages 12, 13, 18-19, 22, 29, 31, 46, 59, 60.</p> <p><b>6. Suggest how common resources and products are used and/or might be improved to accomplish desired results.</b></p> <p>Pages 13, 22, 31, 43, 46, 49, 53, 55, 56, 60.</p>	<p><b>7. Identify simple equipment and machines and give examples of common uses.</b></p> <p>Pages 35, 36, 39-41, 42, 43, 52.</p> <p><b>8. Access and use computers and other technology to find and use information.</b></p> <p>Pages 12, 13, 16, 20-21, 28, 29, 31, 43, 46, 49, 50-51, 54, 56, 59.</p> <p><b>9. Input information into a technological system, including keyboarding and word processing skills.</b></p> <p>Pages 16, 20-21, 28, 29, 49, 50-51, 56, 59, Performance Assessment.</p> <p><b>Use technology to send messages and to prepare communications.</b></p> <p>Not directly addressed.</p> <p><b>11. Use technology in solving specific problems (physical, informational and bio-related).</b></p> <p>Pages 12, 13, 16, 20-21, 28, 29, 31, 43, 46, 49, 50-51, 54, 56, 59.</p> <p><b>12. Understand and demonstrate basic care in using computers (e.g. keeping machines clean, storing software, disks and CDs, etc.).</b></p> <p>Not directly addressed.</p>



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USING EMPLOYABILITY SKILLS	SCANS SKILLS
<p><b>Content Standard 10: Integrate employability skills into behaviors which prepare one for obtaining, maintaining, advancing and changing employment.</b></p> <p><b>1. Use a portfolio to collect evidence of interests and strengths.</b></p> <p>Performance Assessment.</p>	<p><b>1. The basics, reading, writing, arithmetic, speaking and listening.</b></p> <p>Every student assignment.</p> <p><b>2. Think creatively, make decisions, solve problems, see things in the "mind's eye," learn and reason.</b></p> <p>Every student assignment.</p> <p><b>3. Character and self-discipline, a sense of individual responsibility, self-esteem and integrity.</b></p> <p>Pages 1-4, 14-15, 23-24, 32-33, 39-41, 47-48, 57-58, 59, Performance Assessment.</p> <p><b>4. Resources, ability to handle and allocate time, money, materials, space and staff.</b></p> <p>Pages 5-6, 14-15, 17, 20-21, 23-24, 29, 32-33, 34, 37, 39-41, 42, 47-48, 49, 51, 56, 57-58, 60.</p> <p><b>5. Teamwork, the ability to work in teams, teach others, serve customers, negotiate and work well with people from culturally diverse backgrounds.</b></p> <p>Pages 14-15, 18-19, 23-24, 27, 29, 32-33, 37, 39-41, 43, 44, 45, 52, 57-58, 60.</p> <p>In addition, almost every assignment supports this skill if the instruction is delivered in cooperative groups.</p>

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SCANS SKILLS <i>(continued)</i>	
<p><b>6. Research skills, the ability to find information, judge whether it is useful or not, organize it, maintain files, interpret it, communicate it and use computers to process it.</b></p> <p>Pages 5-6, 12, 13, 16, 20-21, 28, 29, 31, 42, 46, 49, 50-51, 54, 55, 56, 59, 60, Performance Assessment.</p> <p><b>7. Systems, knowledge of social, organizational and technical systems and an individual's role in them, how society works, how business works, how to work in them, how to improve oneself and make suggestions to help the organization.</b></p> <p>Pages 1-4, 5-6, 13, 14-15, 18-19, 20-21, 23-24, 28, 29, 32-33, 37, 39-41, 42, 43, 44, 45, 49, 50-51, 52, 54, 55, 56, 59, 60.</p> <p><b>8. Occupational skills, the ability to select, maintain and use tools and equipment related to specific job tasks.</b></p> <p>Pages 12, 26, 27, 29, 39-41, 42, 44, 45, 52.</p>	