

## **Career Development**

**PROGRAM CONCENTRATION:** Career Development

**COURSE TITLE:** Career Awareness, Grade 6

### **COURSE DESCRIPTION:**

The goal of this course is to promote essential skills and knowledge students need to develop a positive self-concept. This course will provide students with opportunities to identify interests, abilities, aptitudes, values, and personality traits as they relate to career planning, to develop a keen understanding of the value and benefit of work, and to differentiate between jobs and careers.

In this course, middle school students will experience a variety of activities that promote self-awareness, self-management skills, leadership, teamwork, career exploration, and educational planning related to students' future educational and career plans. At the conclusion of this course, students will be able to analyze personal characteristics and apply these characteristics in the career planning process.

### **CRITICAL COMPONENTS:**

**MSCA6-1: Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.**

- a) Identify reasons why individuals work (economic, social, and psychological)
- b) Compare and contrast jobs vs. careers.
- c) Determine viable career options (high-demand, high-skilled, and high-wage).
- d) Investigate and describe Georgia's Career Program Concentrations and Pathways.
- e) Identify, utilize, and demonstrate current and viable career-related resources to research career opportunities in self-selected pathways.
- f) Explain the purpose and benefits of membership in career and technical student organizations (CTSOs) at middle school and high school levels.

### **ACADEMIC STANDARDS:**

*M6P4 – The students will make connections among mathematical ideas and to other disciplines.*

*SS6E4 – The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*

*ELA6LSVI – The students participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

*ELA6W3 – Students uses research and technology to support writing.*

### **NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS4.K1 - Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).*

*ED2.K6 - Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).*

*CM1.K5 - Recognize that changes in you and the world of work can affect your career plans.*

*CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.*

*CM3.K3 - Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).*

*CM3.K4 - Identify several ways to classify occupations.*

*CM5.K1 - Identify societal needs that affect your career plans.*

### **SAMPLE TASKS:**

- List and describe local CTSOs.
- Treasure Hunt/Guided Reading Activity—Career Concentrations booklet
- Survey adults about why they work
- Graphic organizer-Jobs vs. Careers
- High demand/high skilled jobs—[www.occsupplydemand.org](http://www.occsupplydemand.org)
- Collage posters of program concentrations and pathways
- Scavenger hunt, paper or electronic, of career-related resources
- Mini research project with oral and visual presentation

### **MSCA6-2: Students will demonstrate an understanding of how to build and maintain a positive self-concept and a positive self-esteem.**

- a) Understand personality traits of a positive self-concept.

- b) Compare and contrast positive and negative self-esteem characteristics and how these influence our choices.
- c) Understand how successful decision-making affects self-concept and self-esteem.
- d) Label and explain the elements of a decision-making process.
- e) Utilize a decision-making process to help make quality choices in their daily lives.

### **ACADEMIC STANDARDS:**

*ELA6LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The students will select and critically analyze messages using rubrics as assessment tools.*

### **NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS1.K5 – Describe aspects of your self-concept.*

*PS1.R6 – Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.*

*PS1.A7 – Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.*

*PS1.K8 – Recognize that your behaviors and attitudes affect the self-concept of others.*

*PS1.R9 – Assess how your self-concept affects your educational achievement (performance) and/or success at work.*

*PS1.K10 – Recognize that educational achievement (performance) and/or success at work can affect your self-concept.*

*PS1.K3 – Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).*

*CM2.K1 – Describe your decision- making style (e.g., risk taker, cautious).*

*CM2.A2 – Demonstrate the use of a decision-making model.*

*CM2.A4 – Show how exploring options affected a decision you made.*

**SAMPLE TASKS:**

- Label the steps of a decision-making process.
- Make a graphic organizer comparing positive and negative self-esteem.
- List personality traits.
- Role-play scenarios with consequences.
- Self-reflection on past choices or decisions made.
- Make a list of what to say no to. Example: “Can I copy your homework?”
- Make a list of ways to say no.
- Decision-making journal for a day, week, or 9 weeks
- Brainstorm ways to say “Good Job”
- The Many Me’s I Am – poem
- IALAC story

**MSCA6-3: Students will describe, develop, and evaluate how positive interpersonal skills affect their ability to work successfully.**

- a) Recognize appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.
- b) Identify and demonstrate effective communication skills.
- c) Show respect for all kinds of human diversity.
- d) Demonstrate effective leadership and teamwork skills.
- e) Recognize the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, teamwork)

**ACADEMIC STANDARDS:**

*ELA6LSV1 - The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

## **NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*ED1.K6 – Describe how personal attitudes and behaviors can impact educational achievement and performance.*

*ED1.K7 – Recognize that your educational achievement and performance can lead to many workplace options.*

*PS2.A1 – Demonstrate effective communication skills.*

*PS2.K3 – Identify positive social skills (e.g., good manners and showing gratitude).*

*PS2.A4 – Demonstrate the ability to get along well with others and work effectively with them in groups.*

*PS2.K6 – Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.*

*PS2.K10 – Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.*

*PS1.R3 – Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.*

## **SAMPLE TASKS:**

- Role-playing/Scenarios
- Listening activity
- Case study
- List appropriate behaviors
- Form their own company and make rules for their company.
- Myths vs. Facts on diversity
- Occupations for Terry (GCIS value-added activity)
- Survey adults about rules for employee's worksite
- Develop sample company policies
- Compare student handbook rules with parent's employee handbook
- Brainstorm for ways people are unique
- Ask adult what unique characteristics has been most helpful to them and why?

**MSCA6-4: Students will illustrate effective personal management skills.**

- a) Recognize and utilize appropriate personal management skills including organizational skills, study skills, learning styles, time and stress management strategies.
- b) Identify how to use positive social skills such as good manners and showing gratitude.

**ACADEMIC STANDARDS:**

*ELA6LSV1 - The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS2.A3 – Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).*

*PS2.K7 – Identify sources of outside pressure that affect you.*

*ED1.K1 – Recognize the importance of educational achievement and performance to the attainment of personal and career goals.*

*ED1.K2 – Identify strategies for improving educational achievement and performance.*

*ED1.K3 – Describe study skills and learning habits that promote educational achievement and performance.*

*ED1.K4 – Identify your learning style.*

*ED2.K2 – Recognize that viewing yourself as a learner affects your identity.*

*ED2.K3 – Recognize the importance of being an independent learner and taking responsibility for your learning.*

**SAMPLE TASKS:**

- Wasted time log-Keep track of time that students waste in a day or week
- Prioritize a “to-do” list
- Prioritizing events while planning a monthly calendar

- Role-play manners activity

**MSCA6-5: Students will participate in career-related assessments.**

- a) Identify personal interests, abilities, skills, aptitudes, and values, and how the assessment results impact their career development.
- b) Explore the components of an individual career plan (Peach State Pathways: Education and Career Plan).

**ACADEMIC STANDARDS:**

*ELA6LSV1 - The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS1.K1 – Identify your interests, likes, and dislikes.*

*PS1.K2 – Identify your abilities, strengths, skills, and talents.*

*CM1.K1 – Recognize that career planning to attain your career goals is a life long process.*

*CM1.K2 – Describe how to develop a career plan (e.g., steps and content).*

*CM1.K3 – Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*

*CM2.K3 – Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.*

*CM3.A2 – Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.*

**SAMPLE TASKS:**

- Interests, abilities, skills, aptitudes, and values assessments
- View the Peach State Pathways: Education and Career Plan
- Bio Poem
- Cutout words to describe yourself from magazines in the categories of interest, abilities, personality, physical characteristics, attitude and aptitude

**MSCA6-6: Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.**

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

**ACADEMIC STANDARDS:**

*ELA6LSV1 - The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*ED2.K1 – Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.*

*CM1.K1 – Recognize that career planning to attain your career goals is a life long process.*

*CM1.A3 – Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*

*CM2.R1 – Evaluate the effectiveness of your decision-making style.*

*CM2.A3 – Demonstrate use of information (e.g. about you, the economy, and education programs) in making decisions.*

*CM1.K3 – Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*

*PS4.R4 – Assess how changes in your life roles would affect your lifestyle.*

**SAMPLE TASKS:**

- Develop a timeline
- Compare short-term, mid-term, and long-term goals.
- Create a goal map.
- Create your dash life. See poem by Linda Ellis, *The Dash Poem*
- Write goals with the five Ws (who, what, where, when, and why). Then, the how becomes the mini-goals.
- Students write letters to themselves describing what they want to accomplish. Students address the letter, and the teacher sends the letter to the students in a year or five years.

**MSCA6-7: Students will analyze the relationship between societal issues and career options and opportunities.**

- a) Interpret how labor market changes effect career options.
- b) Define non-traditional occupations, stereotyping, biases, discrimination, and sexual harassment.
- c) Compare and contrast the advantages and disadvantages of non-traditional careers.
- d) Identify the emotions and peer pressure issues related to career choices in our ever-changing society.
- e) Recognize the importance of maintaining current technological skills.

**ACADEMIC STANDARDS:**

*M6D1- Students will pose questions, collect data, represent and analyze data, and interpret results.*

*SS6E4 - Students will explain personal money management choices in terms of income, spending, credit, saving, and investing.*

*ELA6LSV1 - The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA6LSV2 - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*ED2.K1 – Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.*

*CM3.K2 – Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.*

*CM3.K3 – Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).*

*CM3.K5 – Identify occupations that you might consider without regard to your gender, race, culture, or ability.*

*CM3.K6 – Identify the advantages and disadvantages of being employed in a non-traditional occupation.*

*CM4.K1 – Describe academic, occupational, and general employability skills.*

### **SAMPLE TASKS:**

- Male vs. Female occupation and career checklist.
- Make a list of jobs that have had name changes.
- Webquest on sexual harassment and workplace discrimination
- Destination success (Check with school counselor)
- Blue eyed/Brown eyed discrimination activity

### **READING STANDARD COMMENT:**

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas *in context*.

Beginning with the middle grade years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build

good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

**CTAEMRC-1: Students will enhance reading in all curriculum areas by:**

- a. Reading in all curriculum areas.
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books.
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge.
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context.
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words.

**WRITING:**

The student writes clear, coherent text. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

**CTAEW-1: The student demonstrates competence in a variety of genres.**

The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint, instructions and procedures, lab reports, slide presentations) that:

- a) Creates or follows an organizing structure appropriate to purpose, audience, and context.
- b) Excludes extraneous and inappropriate information.
- c) Follows an organizational pattern appropriate to the type of composition.
- d) Applies rules of Standard English.

**CTAEW-2: The student uses research and technology to support writing.**

The student:

- a) Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.
- b) Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.
- c) Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).
- d) Uses appropriate structures to ensure coherence (e.g., transition elements).
- e) Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- f) Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.

**CTAEW-3: The student consistently uses the writing process to develop, revise, and evaluate writing.**

The student:

- a) Plans and drafts independently and resourcefully.
- b) Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.
- c) Edits writing to improve word choice after checking the precision of the vocabulary.

**ENTREPRENEURSHIP:**

**MKT-EN-1: Understands concepts and processes associated with successful entrepreneurial performance.**

- a) Define entrepreneurship.

- b) Identify and analyze characteristics of a successful entrepreneur.
- c) Identify the reasons for planning in entrepreneurial businesses.
- d) Discuss the entrepreneurial discovery processes.
- e) Assess global trends and opportunities.
- f) Determine opportunities for business creation.
- g) Generate ideas for business.
- h) Determine feasibility of ideas.
- i) Determine the major reasons for business failure.

### **ACADEMIC STANDARDS:**

*ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3 – The student uses research and technology to support writing.*

*SSEF6 – The student will explain how productivity, economic growth and future standards of living are influenced by investment in factories, machinery, new technology and the health, education and training of people.*

*SSEIN1 – The student will explain why individuals, businesses and governments trade goods and services.*

### **MKT-EN-2: Explain the fundamental concepts of business ownership.**

- a) Determine the relationship of competition to our private, free enterprise system.
- b) Explain the effects of competition on buyers and sellers.
- c) Identify the common types of business ownership.
- d) Compare and contrast the advantages and disadvantages of each type of ownership.
- e) Explain relevant government regulations relating to the operation of a business.
- f) Discuss the types of risks that businesses encounter.
- g) Explain how businesses deal with the various types of risks.
- h) Identify the market segment for the business.
- i) Formulate a marketing mix designed to reach a specific market segment.
- j) Utilize the marketing functions to determine the competitive advantage of the proposed business.

## **ACADEMIC STANDARDS:**

*ELA8W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.*

*ELA8W3 – The student uses research and technology to support writing.*

*SSEF5 – The student will describe the roles of government in a market economy.*

## **CTAE FOUNDATION SKILLS:**

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U.S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

**CTAE-FS-1 Technical Skills:** Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

**CTAE-FS-2 Academic Foundations:** Learners achieve state academic standards at or above grade level.

**CTAE-FS-3 Communications:** Learners use various communication skills in expressing and interpreting information.

**CTAE-FS-4 Problem Solving and Critical Thinking:** Learners define and solve problems, and use problem-solving and improvement methods and tools.

**CTAE-FS-5 Information Technology Applications:** Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

**CTAE-FS-6 Systems:** Learners understand a variety of organizational structures and functions.

**CTAE-FS-7 Safety, Health and Environment:** Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

**CTAE-FS-8 Leadership and Teamwork:** Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

**CTAE-FS-9 Ethics and Legal Responsibilities:** Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

**CTAE-FS-10 Career Development:** Learners plan and manage academic-career plans and employment relations.

**CTAE-FS-11 Entrepreneurship:** Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.