

Career Development

PROGRAM CONCENTRATION: Career Development

COURSE TITLE: Career Discovery, Grade 7

COURSE DESCRIPTION:

The goal of this course is to promote essential skills and knowledge students need to apply self-assessments and decision-making skills while examining career concentrations and pathways. This course will expose students to positive work ethics, the importance of educational achievement, and the impact of societal issues on career choices. These essential components are necessary for educational and career planning success.

In this course, middle school students will gain an understanding of career program concentrations and career pathways offerings in Georgia. Students will develop insight in how educational performance enhances career opportunities. Also, students will be exposed to work ethics and societal issues as they relate to educational and career goals.

CRITICAL COMPONENT:

MSCD7-1: Students will identify and evaluate work ethics and behavior characteristics needed for success in a career and in life.

- a) Demonstrate the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, and teamwork).
- b) Identify examples of appropriate and inappropriate personal behaviors in specific school, social, and work situations.
- c) Assess the consequences of positive and negative work ethic choices.
- d) Perform activities that will develop effective communication and decisions making skills.
- e) Explore group dynamics and interpersonal skills in order to foster teamwork.

ACADEMIC STANDARDS:

ELA7LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 – 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.A3 – Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

PS1.A4 – Demonstrate behavior and decisions that reflect your work values/needs.

PS1.A6 – Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.

PS2.A1 – Demonstrate effective communication skills.

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

PS2.A10 – Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.

ED1.A6 – Exhibit attitudes and behaviors that support educational achievement and performance.

SAMPLE TASKS:

- Brainstorming Activities (Positive and negative work ethics)
- Behavior and/or work ethic scenarios
- Group communication activities
- Scavenger hunt-computer and school-based
- Interview adults about possible behaviors that could result in termination
- Create appropriate and inappropriate dress visuals
- Research the utilization of work ethic grading
- Behavior assessment
- Individualized improvement plan for lowest area on behavior assessment

MSCD7-2: Students will investigate Georgia’s Career Program Concentrations that align with their personal assessments and identify possible career pathways.

- a) Identify and analyze Georgia’s career/program concentrations: (1)Agriculture; (2) Architecture, Construction, Communications & Transportation; (3) Arts & Humanities; (4) Business & Computer Science; (5) Engineering & Technology; (6) Family & Consumer Sciences; (7) Healthcare Science; (8) Government & Public Safety; (9) Marketing, Sales & Services, (10) Education & Teaching, and (11) Culinary Arts.

- b) Identify career pathways that align with program concentrations.
- c) Discover and coordinate personal abilities, interests, and personality traits with career concentrations and pathways.
- d) Gather information from multiple resources based on current, unbiased, and accurate research related to self-selected career pathway options.
- e) Evaluate employability skills, academic proficiencies, and personal qualities needed for success in self-selected pathway.
- f) Examine employment outlook/demand in self-selected pathway.

ACADEMIC STANDARDS:

SS8E3 – The student will evaluate the influence of Georgia’s economic growth and development.

ELA7LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 – 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.

ELA7W1 – 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.

ELA7W3 – The student uses research and technology to support writing.

NATIONAL CAREER DEVELOPMENT GUIDELINES:

CM1.R2 – Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.R4 – Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

CM1.R3 – Re-examine your career goals and adjust as needed.

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

CM3.R3 – Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

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

SAMPLE TASKS:

- Guided reading activity using career concentration booklets or Georgia Department of Education website
- Create Collage/Posters/PowerPoint of assigned career/program concentration
- Assessments (Paper and Electronic) of interests, abilities, and personality
- Lessons on multiple sourcing and citing of sources
- Research project on self-selected career
- Concentration game of career/program concentrations-Create using Peach State Pathways
- Career outlook comparisons
- Guest speakers
- Mini Me Project

MSCD7-3: Students will understand the importance of attaining educational achievement and performance levels needed to reach personal and career goals.

- a) Describe study skills and learning habits and styles that promote educational achievement and performance.
- b) Recognize correlation between personal educational achievement/performance and workplace success or failure.
- c) Identify and examine existing pathways, course offerings and graduation requirements at local high school(s).
- d) Examine post-secondary options linked to pathway specific occupations.
- e) Identify individual career and educational goals.
- f) Demonstrate the decision making process while creating, analyzing, and managing a career plan that promotes attainment of specific career goals (*Peach State Pathways: Education and Career Plan*).

ACADEMIC STANDARDS:

ELA7LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 – 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.A9 – Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.

PS1.A10 – Give personal examples of how educational achievement (performance) and/or success at work affected your self-concept.

ED1.A1 – Demonstrate educational achievement and performance levels needed to attain your personal and career goals.

ED1.A2 – Demonstrate strategies you are using to improve educational achievement and performance.

ED1.A3 – Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.

ED1.A4 – Show how you are using learning style information to improve educational achievement and performance.

ED1.A7 – Show how your educational achievement and performance can expand your workplace options.

ED2.A5 – Show how you are preparing to participate in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training).

CM1.A2 – Develop a career plan to meet your career goals.

CM2.A1 – Give examples of past decisions that demonstrate your decision-making style.

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

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

CM3.A1 – Show how career information has been important in your plans and how it can be used in future plans.

SAMPLE TASKS:

- Assessments (Paper and Electronic) on learning styles and study skills
- Compare education levels to salary levels
- Tentatively select a Peach State Pathway: An Education and Career Plan

- Evaluate graduation requirements
- Write career goal(s)
- Write educational goal(s)
- Research educational opportunities (Dual enrollment, joint enrollment, online courses, and all postsecondary opportunities)
- College course exemption opportunities (Advanced Placement, IB, CLEP, etc.)
- What is success? – students write their own poem about success

MSCD7-4: Students will recognize the impact of societal issues on their ability to function effectively in a diverse and changing world.

- a) Recognize and assess the impact of life roles (Personal, leisure, community, learner, family, and work).
- b) Recognize the need for respect, openness, and acceptance of all human diversity.
- c) Describe how stereotypes, bias, and discrimination may affect and limit career choices.
- d) Examine the positive benefits and outcomes of non-traditional careers.
- e) Recognize that changes in technology, society, and economy require updated knowledge and skills throughout life.

ACADEMIC STANDARDS:

M7P4 – Students will make connections among mathematical ideas and to other disciplines.

ELA7LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 – 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:

PS4.R1 – Assess the impact of your life roles on career goals.

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

PS2.K9 – Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.

CM2.K7 – Describe how biases and stereotypes can limit decisions.

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

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

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

SAMPLE TASKS:

- Nontraditional guest speakers
- Life role scenarios with consequences
- Career match game (Create one using real life pictures with people in nontraditional careers)
- Group research project on nontraditional careers
- Use video presentations (Shift Happens and You Can Be Anything)

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.