

## **Career Development**

**PROGRAM CONCENTRATION:** Career Development

**COURSE TITLE:** Career Management, Grade 8

### **COURSE DESCRIPTION:**

The goal of this course is to promote essential knowledge, skills and attitudes students need to make key decisions about career options, high school curricular offerings relating to a pathway of their choice, as well as, postsecondary and workforce opportunities. Instructional focus will address interpersonal skills, management skills, employability skills, self-awareness, educational and career planning.

In this course, middle school students will increase awareness of resources available to support educational and career planning. Students will develop a personalized individual Peach State Pathways: Education and Career Plan, explore management skills, and investigate employability skills.

### **CRITICAL COMPONENT:**

**MSCM8-1: Students will develop and demonstrate positive interpersonal skills.**

- a. Demonstrate and evaluate the ability to get along well with others including conflict management and respect for diversity.
- b. Recognize the difference between appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.
- c. Demonstrate effective verbal and non-verbal communication skills (oral, written, and electronic).

### **ACADEMIC STANDARDS:**

*ELA8LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA8LSV2 – 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.R9 – Assess how you show respect for all kinds of human diversity.*

*PS2.R10 – Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.*

*PS1.K7 – Recognize that situations, attitudes, and the behaviors of others affect your self-concept.*

*PS1.R8 – Analyze how your behaviors and attitudes might affect the self-concept of others.*

*PS1.K9 – Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.*

*PS2.R1 – Evaluate your use of effective communication skills.*

### **SAMPLE TASKS:**

- Behavior List
- Role-play demonstration of behaviors
- Write a business letter
- Demonstrating proper etiquette skills
- Practice conflict-management techniques
- Body language videos
- Text message conversion activity
- Behavior assessment
- Improvement plan for lowest behavior category

### **MSCM8-2: Students will develop management skills that lead to academic and career success.**

- a. Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- b. Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.
- c. Recognize, discriminate, and manage career information including occupational, education and training, employment outlook, and economic information.

### **ACADEMIC STANDARDS:**

*SS8E5 – The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.*

*SS8E4 – The student will identify revenue sources and services provided by state and local governments.*

*M8P4 – Students will make connections among mathematical ideas and to other disciplines.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS2.R7 – Analyze the impact of outside pressure on your behavior.*

*PS3.K4 – Recognize that external events often cause life changes.*

*CM3.R1 – Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.*

*CM3.R2 – Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.*

*CM3.A3 – Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate*

*ED1.A8 – Show how the ability to acquire and use information has affected your educational achievement and performance.*

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

*PS4.A2 – Show how you are balancing your life roles.*

*CM5.K2 – Identify economic conditions that affect your career plans.*

*PS3.R4 – Assess your strategies for managing life changes caused by external events.*

**SAMPLE TASKS:**

- Time clock-Students clock in and out
- Time management, 24 hour day, pretend to be an adult with one child
- Wasted time journal or log
- Family life demand decisions, case studies
- Create a budget
- Reality check (GCIS)
- Brainstorm causes of stress
- Explore the cost of living and projected incomes for various regions, see Georgia Self Sufficiency Results at The National Alliance for Partnership in Equity website, <http://www.napequity.org/>

**MSCM8-3: Students will examine and demonstrate an understanding of employability skills to enhance career success.**

- a. Explain and summarize the state and federal child labor laws.

- b. Recognize the importance of and demonstrate the following employability/soft skills, such as, but not limited to: honesty, motivation, creativity, leadership, critical thinking, risk-taking, flexibility, questioning, and problem-solving.
- c. Demonstrate the importance of positive work ethics in relation to educational and career success (appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork).
- d. Demonstrate the following job-seeking skills: write a resume and cover letter, complete a job application, find and pursue employment leads, and interview for a job.

### **ACADEMIC STANDARDS:**

*ELA8LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.*

*ELA8LSV2 – 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.A8 – Demonstrate that you accept responsibility for your behavior.*

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

*PS1.R4 – Assess how your work values/needs are reflected in your career goals.*

*PS2.A1 – Demonstrate effective communication skills.*

*PS2.R2 – Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.*

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

*PS2.K5 – Describe conflict resolution skills.*

*PS2.R6 – Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.*

*CM4.R4 – Analyze the impact of your transferable skills on your career options.*

*CM4.R1 – Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.*

*CM4.R2 – Evaluate your ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.*

**SAMPLE TASKS:**

- List child labor laws for 14-15 and 16-17 year olds.
- Analyze a work permit.
- Interview an adult about the work ethics requirements
- Prioritize work ethics based on their values and beliefs
- Write a reverse “want-ad” advertising themselves for a job
- Find “No experience” employment opportunities
- Write a resume
- Write a cover letter
- Complete a job application
- Mock interviews
- Job shadowing
- Career fairs
- Guest speakers

**MSCM8-4: Students will personalize a self-selected Pathway that meets educational and career goals.**

- a. Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- b. Create an individual plan using Peach State Pathways: Education and Career Planning Tool.
- c. Recognize the importance of educational achievement to the attainment of personal and career goals.
- d. Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual’s educational and career plan.
- e. Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)
- f. Demonstrate an understanding of how GPA calculations, financial aid information, and postsecondary options can help achieve educational and career goals. Postsecondary options include 2 and 4-year colleges and universities, technical colleges, special-purpose schools, apprenticeships, military, on-the-job training, online courses, etc.

**ACADEMIC STANDARDS:**

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

*M8P5 – Students will represent mathematics in multiple ways.*

*M8P4 – Students will make connections among mathematical ideas and to other disciplines.*

**NATIONAL CAREER DEVELOPMENT GUIDELINES:**

*PS1.R2 – Assess the impact of your abilities, strengths, skills, and talents on your career development.*

*PS1.R10 – Assess how your educational achievement (performance) and/or success at work affect your self-concept.*

*ED1.R1 – Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.*

*PS3.K1 – Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.*

*ED1.R2 – Analyze your educational achievement and performance strategies to create a plan for growth and improvement.*

*ED1.R5 – Evaluate the results of your plan for improving educational achievement and performance.*

*CM5.K3 – Identify employment trends that affect your career plans.*

*CM1.K4 – Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).*

*PS1.R1 – Assess how your interests and preferences are reflected in your career goals.*

*PS1.R2 – Assess the impact of your abilities, strengths, skills, and talents on your career development.*

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

*ED2.R4 – Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).*

*ED2.R5 – Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.*

*ED2.R6 – Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.*

*CM1.A1 – Give examples of how you use career-planning strategies to attain your career goals.*

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

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

### **SAMPLE TASKS:**

- Interview an adult concerning their career choice
- Research high school work-based learning opportunities
- List excuses or reasons that students give for dropping out of school
- Identify characteristics of a drop-out
- Compare the achievement data of local schools vs. national averages
- Scenarios with real-life statistics
- Complete and review learning styles, abilities, interests, and personality traits assessment
- Portfolio
- Compute GPA using previous grading period averages
- Financial aid scholarship search
- Postsecondary research and comparison
- Business letter requesting more information from postsecondary institution
- Youth apprenticeship coordinator speaker
- CTSO advisor or officer speaker
- Compare and contrast postsecondary options
- Careers on wheels
- Discussion web

### **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.