Career Development

New Performance Standards

Committee Members

System Level Curriculum Coordinators

Career Connection Teachers

Other Middle School CTAE Teachers

High School CTAE Teachers

Administrators

Georgia Department of Education Personnel

Business Leaders

Academic Teachers

Rigor

- Strict
- Raise the bar in our courses to what is needed in the program
- Precision
- Put everyone in the state on the same page so to speak
- Foundation skills in all CTAE classes
- Understand all pathways
- Have vocabulary and understanding in area
- Understand basic skills without getting bogged down
- Not just a play time
- Provide exposure to what is available (out there)

Relevance

- What is important?
- Why is it important?
- What Foundation Skills are needed?

Higher standards for student achievement

- Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy, which describes the increasingly complex ways in which we think. The low end involves acquiring knowledge and being able to recall or locate that knowledge. The high end labels the more complex ways in which individuals use knowledge, such as taking several pieces of knowledge and combining them in both logical and creative ways.

- Awareness, Comprehension, Application, Analysis, Synthesis, Evaluation.

- Application Model is one of action. Its five levels describe putting knowledge to use. 1 - Knowledge acquired in one discipline; 2 – Apply knowledge in one discipline; 3 – Apply knowledge across disciplines; 4 – Apply knowledge to real world predictable situations; 5 - Apply knowledge to real world unpredictable situations. The high end signifies use of that knowledge to solve complex real-world problems and to create unique projects, designs, and other works for use in real-world situations. This is where we need our students to be when they finish our classes.

- We need Rigor and Relevance.

Rigor and Relevance

- **Acquisition** Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.
- **Application** Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.
- **Assimilation** Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.
- **Adaptation** Students have the competence to think in complex ways and to apply their knowledge and skills. Even when confronted with perplexing unknowns, students are able to use extensive knowledge and skill to create solutions and take action that further develops their skills and knowledge.
- http://www.leadered.com/rigor.html

Relationship

- To the real world
- To academics
- To the National Standards
- To the high school pathways
- To be a vital part to support and make a difference for middle school students
- To be a vital part to support and make a difference for schools' improvement goals.
- Students need to take ownership in where they are and what they want to do.

National Standards

- Research

- National Career Development Guidelines and Standards

- Review them

Research

- What are other states doing?
- Do other states have new performance standards?
- Are they teaching Career Development in all three grade levels in middle school?
- What do other states require?
- What has been done in Georgia in the past. QCC's, 1991 State Competencies, State guidelines for Career Development

Career development programs were researched from all fifty states for the group to review.

Posters were taped to the board and sticky notes of topics were placed on the grade level as to when it should be taught.

Identifying what was needed?

- The group took the national standards and selected the important topics
- Wrote topics on sticky notes
- Put sticky notes on posters for 6th, 7th and 8th grade
- Everyone posted every topic that they felt needed to be covered or addressed for each grade level.
- After three hours the sticky notes were compiled into categories with similar items.
- Tabulated all notes and listed the items that kept reappearing over and over as very important.
- Made topic and subtopic headings
- The topic results became the key concepts to be taught in each grade level
- This process took an entire day.
- We wanted to be sure that all relevant items were included.

Key Concepts

- Items that appeared over and over
- Items that had several topics or related items under them
- These key concepts were the start of our new standards.
- The subtopics were the start of our new elements.

6th Grade Who Am I?

- **Self-Esteem – Self Concept – personal characteristics**
- Characteristics of successful self
- Decision making choices
- **Assessment**
- Interest
- Ability
- Values
- Aptitudes
- Skills
- Learning Styles
- **Interpersonal Skills**
- Behavior / Attitudes
- Work Ethics
- **Personal management skills**
- Organization skills
- Teamwork
- Study skills
- Time management
- Soft skills
- Leadership

- **Goal Setting / Planning**
- **Why Work -   - importance**
- Relevance
- My options
- Career research – resources
- Concentrations – Pathways – CTSOs
- Career resources
- Money –
- Society Issues
- Peer pressure
- Conflict management
- Change
- Stereotyping
- Diversity
- Etiquette
- Emotions
- Non-tradition occupations
- Stress
- Technology

Names from other states in 6th grade

- Career Choices
- Social Emotional Learning
- Career Wheel 1
- Career Connection
- Exploring and Developing Interest
- Acquiring the foundation skills
- Self Knowledge
- Social, Emotional Learning
- Career Awareness
- Academic Development
- Life Skills
- Career & Employability Skills
- Career Exploration
- Career Discovery
- Self Awareness
- Career and Vocational/Technical Education
- Career Development
- Career Education and Consumer, family and life skills
- Career Awareness & Planning
- Character Development & Ethics
- Career Development

- Exploring Career Decisions
- Personal Social Development
- Career/Vocational Education
- Self-Awareness
- Career and Life Role Education
- Career Education and Work
- Career Guidance
- School Counseling & Career Guidance
- Career Orientation
- Personal and Social Development
- Comprehensive Guidance Program
- Career Readiness
- Career & Life Skills
- Career/Vocation
- Career Connection: Self Awareness
- Career Connection: Personal and Social Development
- Career/Self Awareness
- Pathway 1 – Self Awareness
- Career Connection I -Self Awareness
- Career Opportunities I – Awareness
- Career Exploration
- Career Development I – Awareness

7th Grade Where Am I going?

- **Work Ethics**
- Soft Skills
- Behaviors
- Consequence
- Attendance
- Team Building
- Group dynamics
- Communication Skills
- Teamwork
- Interpersonal Skills
- **Pathways / concentration / occupations**
- Pathway exposure
- Workplace options
- Employability skills
- Goal planning
- Career information
- Career research
- Exposure
- Career Awareness
- Career interest assessment

- **Educational Performance**
- Study Skills / Learning Styles / Educational Performance / Achievement
- Benefits of education to career
- High School course offering / requirements
- Relevance and importance of education
- 4 year college vs. tech school
-
- **Life Roles**
- Decision Making
- Stages of life
- Stereotypes
- Diversity
- Societal issues
- Non-tradition Occupations
- Technology

7th grade Names

- Career Development
- Career Choices
- Career Wheel 2
- Career Connection
- Building on the foundational skills and knowledge
- Educational and Occupational Exploration
- Relationships
- Practical Living/Vocational studies
- Career & Employability Skills
- Career Discovery
- Foundations of leadership and Teamwork
- Career and Vocational/Technical Education
- Communication Arts
- Career Education and Consumer, family and life skills
- Critical Thinking
- Exploring Career Decisions
- Educational Achievement and Life Long Learning
- Career/Vocational Education
- Career Information

- Career Guidance
- School Counseling & Career Guidance
- Career
- Orientation
- Comprehensive Guidance Program
- Leadership Skills
- Career Readiness
- Career & Life Skills
- Career/Vocation
- Research Skills
- Career Connection: Research Skills
- Career Connection: Educational Career Directions
- Career Discovery
- Pathway II Career
- Awareness/Discovery
- Career Connection II
- Career Awareness
- Career Connection II Career Discovery
- Career Opportunities II – Discovery
- Career Bridges
- Career Exploration
- Careers – Your focus
- Career Development II
- Career Development II – Discovery
- Career and Life Role Education
- Career Education and Work

8th Grade -- How do I get there?

- **Interpersonal Skills**
- Conflict Management
- Respect for diversity & change
- Attitudes
- Service Learning
- Communication
- **Management Skills**
- Stress
- Time
- Money
- Life roles (community)
- Information
- Resources
- **Employability skills**
- Workplace readiness
- Resumes
- Interviewing
- Labor laws
- Job search
- Soft skills
- Ethics

- **Self-Awareness**
- Learning styles
- Abilities
- Educational Planning
- Postsecondary options
- GPA calculations
- Financial Aid
- Career Planning
- Resources in community
- CTSOs
- Community service

8th grade Names

- Career Development
- Career Choices
- Career Options
- Life Skills
- Practical Living
- Employability
- Workplace skills
- Career Wheel 3Career Connection
- Planning for secondary and Post-secondary choices
- Career Planning
- Citizenship Development
- Decision Making
- Practical Living
- Career & Employability Skills
- Personal Management
- Career Discovery
- Self-Management Skills
- Career and Vocational/Technical Education
- Career Development
- Career Education and Consumer, family and life skill
- Employability Skills
- Self Management
- Exploring Career Decisions
- Career Management
- Career/Vocational Education
- Career and Life Role Education
- Career Education and Work
- Career Guidance

- School Counseling & Career Guidance
- Career Orientation
- Comprehensive Guidance Program
- Making Decisions Employability Skills
- Developmental Guidance and Counseling
- Planning in Exploring Life's Work
- Planning for Family Work
- and Careers
- Career Readiness
- Career & Life Skills
- Career/Vocation
- Decision Making
- Career Connection: Decision Making
- Career Connection: Career Management
- Career Preparedness
- Career Management Pathway III – Career Management
- Career Connection III Career Management
- Career Opportunities III – Management
- Career Exploration
- Careers – Your future
- Career Development III
- Career Development III - Management

After discussion

- Group did not want a I, II, and III
- Some systems do not offer all three grade levels
- Selected four names for each grade level
- Group went back to home schools/systems to do a survey
- Brought results back to group
- Final vote for course names

New Course Names

- 6th grade = Career Awareness
- 7th grade = Career Discovery
- 8th grade = Career Management

Developing the standards

- We then worked on the standards for each grade level one day at a time. Homework was assigned to come back with some sample standards and elements. These would be our starting points for the next session.

- We spend an eight hour day on each grade level.

- At the beginning of the next session we would review what we had accomplished the last time, make corrections, changes etc. then start the next grade level.

Is this what is really needed?

- Final session we reviewed all previous work and correlated the new Georgia Performance Standards to the most important matches on the National Standards.

- Academic standards were correlated to the new Career Development standards too.

COURSE TITLE: **Career Awareness**

- **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.

Sixth grade coming attractions are posted inside the classroom.

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

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

Academic Standards:

- *M6P4 Students will make connections among mathematical ideas and to other disciplines.*
- *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.*
- *ELA6W3 The student uses research and technology to support writing.*

National Career Development Guidelines:

- *PS4.K1Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).*
- *ED2.K6Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).*
- *CM1.K5Recognize that changes in you and the world of work can affect your career plans.*
- *CM3.K2Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.*
- *CM3.K3Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).*
- *CM3.K4Identify several ways to classify occupations.*
- *CM5.K1Identify societal needs that affect your career plans.*

Sample Tasks:

- Jobs vs. Careers
- High demand jobs
- List and describe local CTSOs.
- Treasure Hunt/Guided Reading Activity—Career Concentrations booklet
- Survey adults about why they work
- Why people work
- Monetary Connection Worksheet Overheads Transparencies
- Graphic organizer-Jobs vs. Careers
- Compare GPA to working essay
- High demand/high skilled jobs—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, presentation check sheet

Sample Tasks Continued

- Standard of living – family activity
- Standard of living PowerPoint
- Standard of living – select best choice
- Standard of living –select best choice part 2
- Career Game Worksheet
- Lifestyle terms
- What do I like about this job?

A class set of the job shuffle cards from the Junior Achievement program. The students use this as an introductory activity to identify related careers, salaries, education levels and skills required.

Visual for 6th grade project on Movie Director. A movie set in a box.

Visual for 6th grade project on Veterinarian. She created the office down to a miniature DVM diploma on the wall.

Visual for 6th grade project on Day Care Worker. She created a four sided tower with pictures and educational items on each side.

Visual for 6th grade project on Architect.
He build a house to scale.

Visual for 6th grade project on Veterinarian. She build her own Vet's Clinic.

Visual for 6th grade project on a Photographer. Picture Collage.

Visual for 6th grade project on a Teacher. Made with scrap book items.

Visual for 6th grade project on Professional Fisherman. Different types of boats and fish.

Visual for 6th grade project on Fashion Designer. Collage of different room suggestions.

Visual for 6th grade project on Professional Athlete.
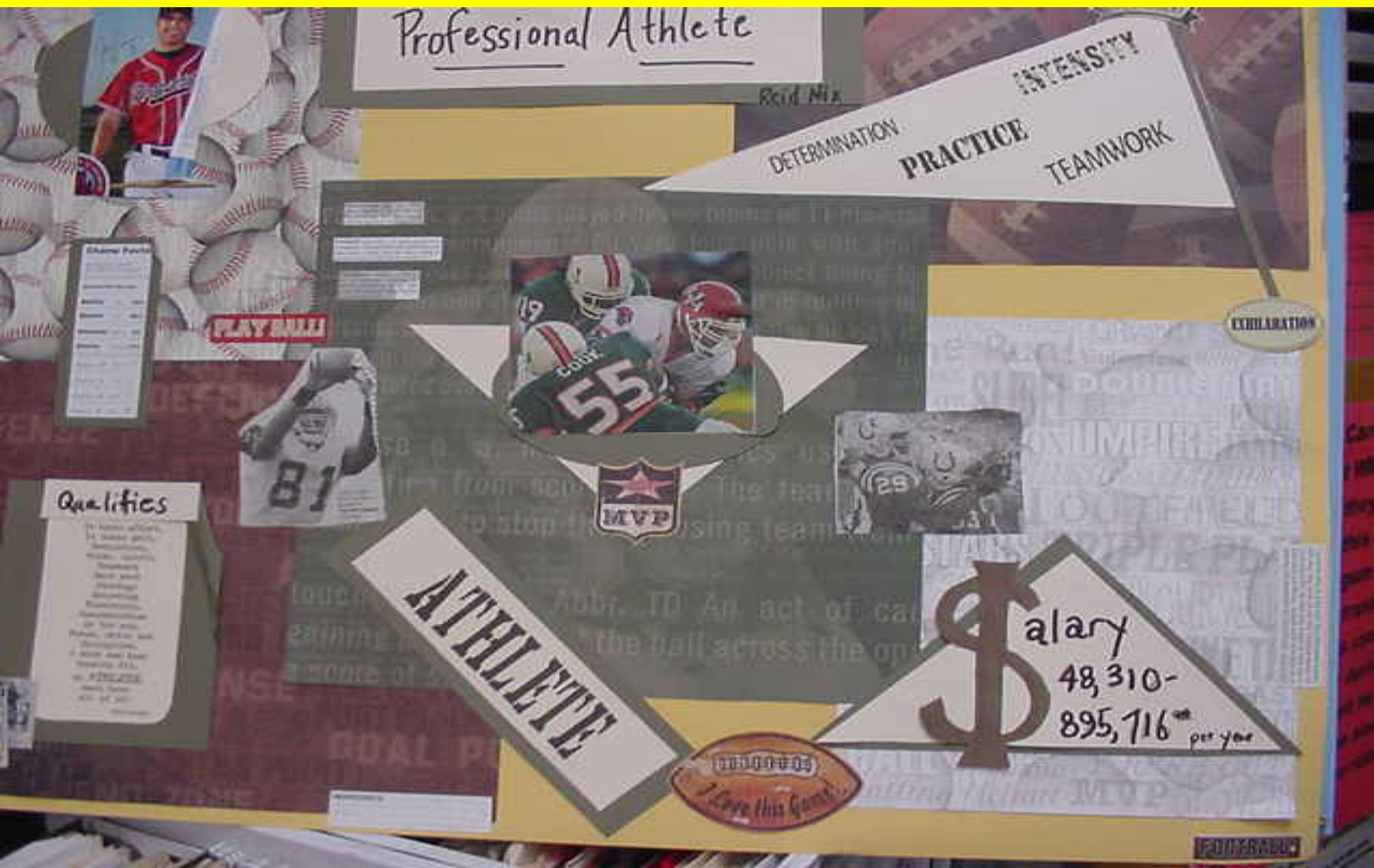
Visual for 6th grade project on Artist.

Visual for 6th grade project on Taxi Driver.

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

- Understand personality traits of a positive self-concept.

- Compare and contrast positive and negative self-esteem characteristics and how these influence our choices.

- Understand how successful decision-making affects self-concept and self-esteem.

- Label and explain the elements of a decision-making process.

- 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 student will select and critically analyze messages using rubrics as assessment tools.*

National Career Development Guidelines:

- *PS1.K5Describe aspects of your self-concept.*
- *PS1.R6Evaluate the affect of your behaviors and experiences on building and maintaining a positive self-concept.*
- *PS1.A7Give personal examples of specific situations, attitudes, and behaviors of others that affected your self-concept.*
- *PS1.K8Recognize that your behaviors and attitudes affect the self-concept of others.*
- *PS1.R9Assess how your self-concept affects your educational achievement (performance) and/or success at work.*
- *PS1.K10Recognize that educational achievement (performance) and/or success at work can affect your self-concept.*
- *PS1.K3Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).*
- *CM2.K1Describe your decision- making style (e.g., risk taker, cautious).*
- *CM2.A2Demonstrate the use of a decision-making model.*
- *CM2.A4Show 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.
- Discuss manipulation lines
- Video – How to say no and keep your friends
- Quiz – say no and keep your friends
- 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
- Video – Self –Esteem I like being me
- Create a friend A-Z
- Graphic Organizer – Building and Maintaining Positive Self-Concept

Sample Task continued

- IALAC activity – another one
- Self concept agree or disagree
- Self esteem detailed PowerPoint
- Self esteem - improving
- Should/would statements
- Self confidence quiz answer sheet
- Self Evaluation Survey
- How to cope with low self esteem
- List – who decreases my self esteem
- List – who increases my self esteem
- List – what decreases my self esteem
- List – what increases my self esteem
- Self esteem – plan for improving one, two,
- Feelings lists
- How to handle negative comments
- How to say no and keep your friends quiz
- How am I
- I'm happy with…
- I'm proud of …
- Practice giving compliments
- Practice accepting compliments

Posters on the topics - below the four feelings: happy, sad, scared, angry.

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

- Recognize appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.

- Identify and demonstrate effective communication skills.

- Show respect for all kinds of human diversity.

- Demonstrate effective leadership and teamwork skills.

- 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.K6Describe how personal attitudes and behaviors can impact educational achievement and performance.*

- *ED1.K7Recognize that your educational achievement and performance can lead to many workplace options.*

- *PS2.A1Demonstrate effective communication skills.*

- *PS2.K3Identify positive social skills (e.g., good manners and showing gratitude).*

- *PS2.A4Demonstrate the ability to get along well with others and work effectively with them in groups.*

- *PS2.K6Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.*

- *PS2.K10Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.*

- *PS1.R3Assess 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
- Behavior PowerPoint
- Form their own company and make rules for their company.
- Myths vs. Facts on diversity
- Occupations for Terry (GCIS value-added activity)
- Terry Activity for Cartersville
- Survey adults about rules for employee's worksite
- Develop sample company policies
- Compare student handbook rules with parent's employee handbook – graphic organizer
- Brainstorm for ways people are unique
- Ask adult what unique characteristics has been most helpful to them and why?

Sample Tasks Continued

- Teamwork Advantages

- Teamwork Disadvantages

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

- Recognize and utilize appropriate personal management skills including organizational skills, study skills, learning styles, time and stress management strategies.

- 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.A3Demonstrate the ability to use positive social skills (e.g., good manners and showing gratitude).*
- *PS2.K7Identify sources of outside pressure that affect you.*
- *ED1.K1Recognize the importance of educational achievement and performance to the attainment of personal and career goals.*
- *ED1.K2Identify strategies for improving educational achievement and performance.*
- *ED1.K3Describe study skills and learning habits that promote educational achievement and performance.*
- *ED1.K4Identify your learning style.*
- *ED2.K2Recognize that viewing yourself as a learner affects your identity.*
- *ED2.K3Recognize 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

- Wasted time chart

- Prioritize a "to-do" list

- To do list daily, weekly and monthly

- Prioritizing events while planning a monthly calendar

- Role-play manners activity

- Entrepreneurships

- Study habits & Time Charts

Pockets on posters with A-Z, to do lists of careers A-Z, create a friend A-Z, etc. Students write on laminated note cards – can be erased and reused.
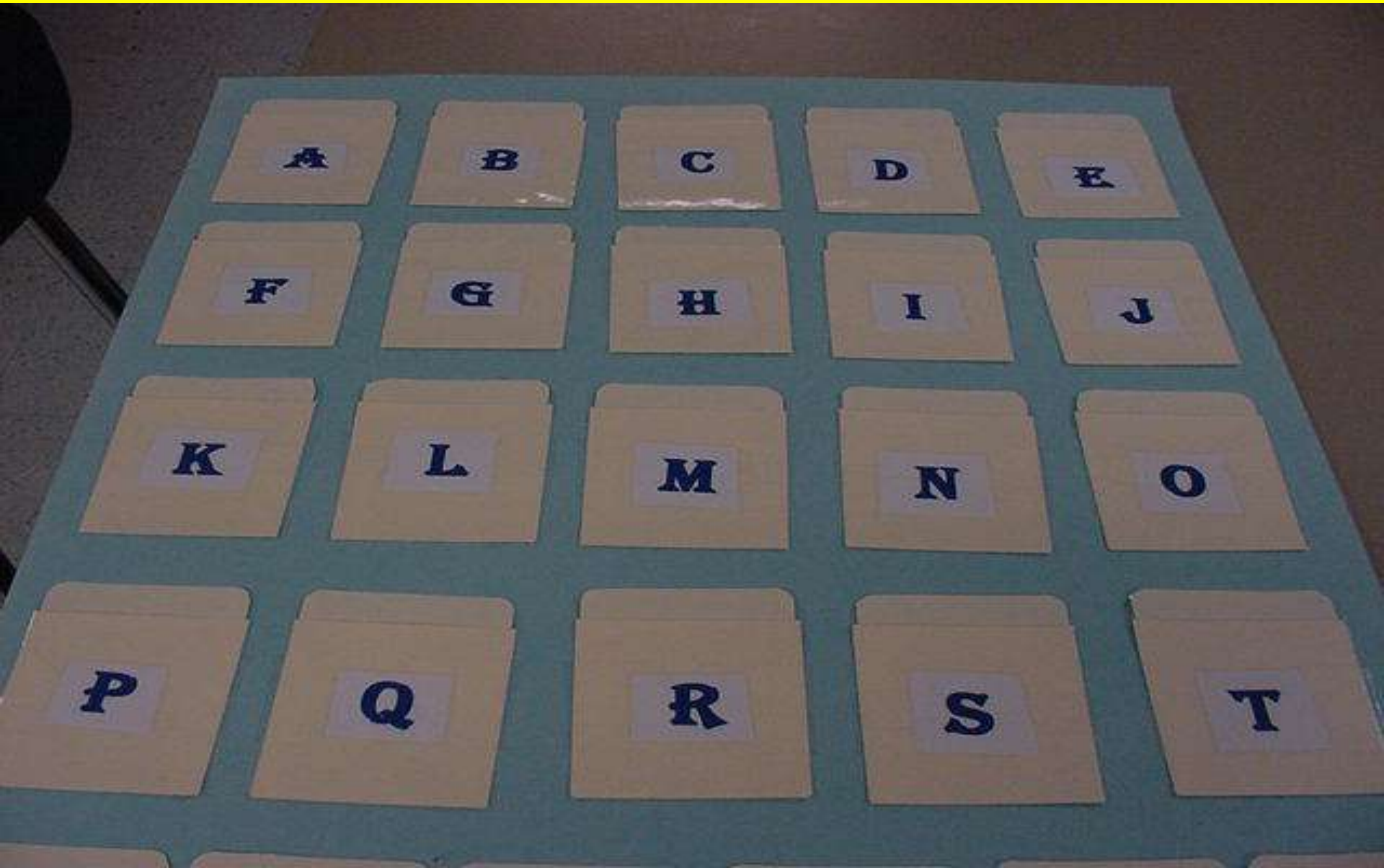
Pockets on posters for vocabulary reviews.

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

- Identify personal interests, abilities, skills, aptitudes, and values, and how the assessment results impact their career development.

- 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.K1Identify your interests, likes, and dislikes.*
- *PS1.K2Identify your abilities, strengths, skills, and talents.*
- *CM1.K1Recognize that career planning to attain your career goals is a life long process.*
- *CM1.K2Describe how to develop a career plan (e.g., steps and content).*
- *CM1.K3Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*
- *CM2.K3Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.*
- *CM3.A2Demonstrate 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

- Assessment – the career game

Interest | attitude | aptitude

Music

SPORTS

self-esteem

GUYS

Friend

spoiled | dazzling

Cool | **| FUN**

highly competitive | !?

TRUE PLAYERS

dentist

doctors...

acting!

EXCEED.

abilities | Personalities | Physical Characteristics

Takin'

tumbling | laughing? | **eyes** | round face

hopes | Big Flirt.

GIRLS | DIRTY BLONDE | long hair

SPORTY

SOCIAL

KINDS

cheerleading
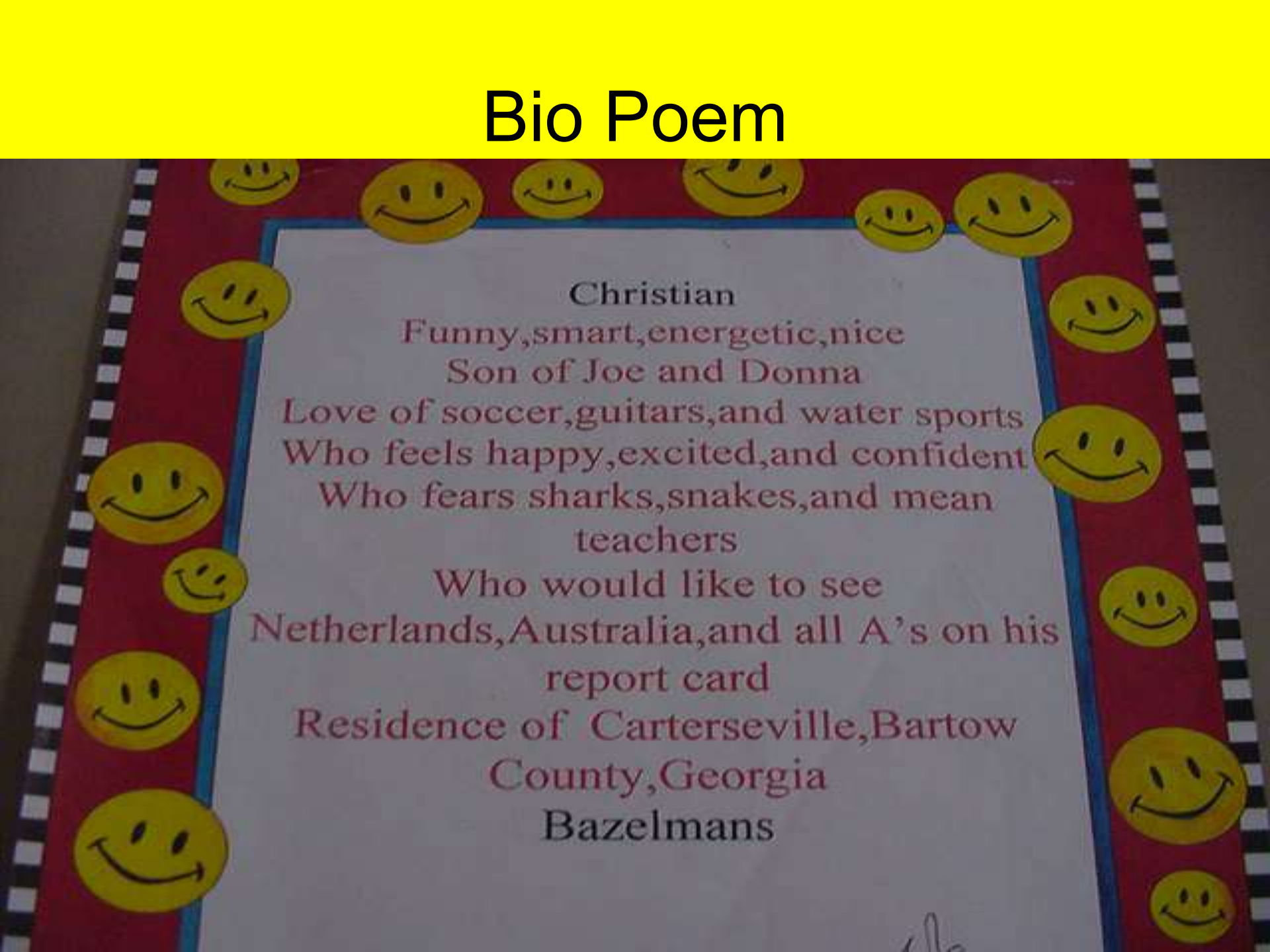
Bio Poem

Christian
Funny, smart, energetic, nice
Son of Joe and Donna
Love of soccer, guitars, and water sports
Who feels happy, excited, and confident
Who fears sharks, snakes, and mean
teachers
Who would like to see
Netherlands, Australia, and all A's on his
report card
Residence of Carterseville, Bartow
County, Georgia
Bazelmans
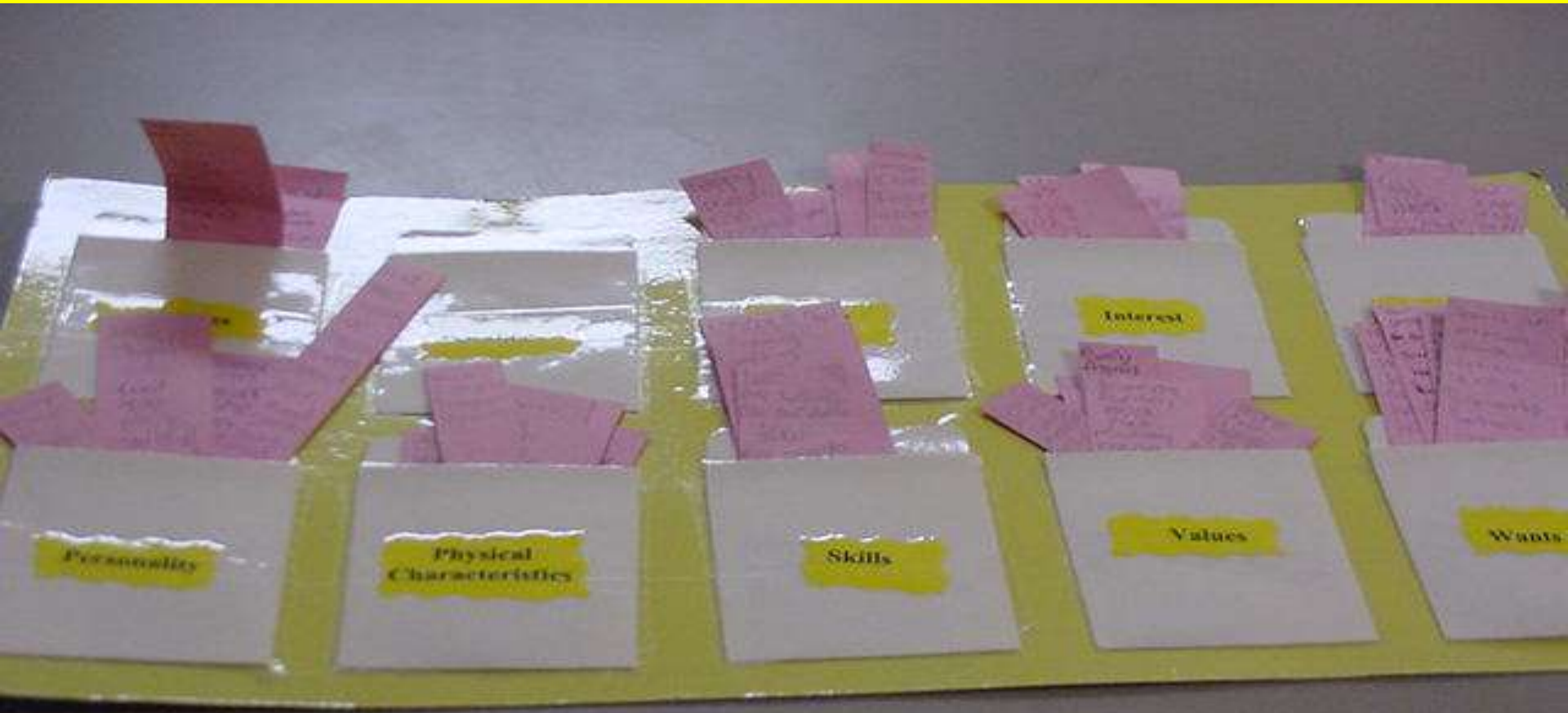
FRENCH FRIES

Everyone is Unique

Sample project – where the students cut out words that describe themselves in different areas.

6th grade self assessment

ABILITY	INTEST	APTITUDE	ATTITUDE	PHYSICAL CHARACTERISTIC	PERSONAL
Remember	GOD	sMart	POSITIVE	Big	Terri
To plan	How can i get any better?	Teachable	Good outlook	REDHA	COOL
work well	TO MAKE my	genius	anger	ir	cares love
listen	DREAMS	success	believe	Tall	bright
Read	COME TRUE	intelligence	NEGITIve	Beautiful	to help Inspire
produce	GREAT MOVIES	Cunning	HOPEful	CLEAN	FAIR
Build	Magic	POWER	defiant	2	Good
to Work	winning		RELAXED	BEARD	LISTENS
talk	PLAYING Sports		Work as	BLUE Eyes	subdue D
Draw	Dogs		a team		steadfast
	Education				

Using library pockets create a board so the students can list items that go into each topic.

My ten topic areas are personality, physical characteristics, skills, values, wants, needs, attitude, aptitude, interest, and abilities. Students work in pairs and make a list of the things that would fit in that area. They then circle the items that match themselves.

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

- Identify and critique the difference between short-term, intermediate, and long-term goals.

- Describe actions needed to obtain short-term, intermediate, and long-term goals.

- 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.K1Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.*
- *CM1.K1Recognize that career planning to attain your career goals is a life long process*
- *CM1.A3Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*
- *CM2.R1Evaluate the effectiveness of your decision-making style.*
- *CM2.A3Demonstrate use of information (e.g. about you, the economy, and education programs) in making decisions.*
- *CM1.K3Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).*
- *PS4.R4Assess how changes in your life roles would affect your lifestyle.*

Sample Tasks:

- Develop a timeline
- The Me I See 25 Years from Now
- Compare short-term, mid-term, and long-term goals.
- Prioritize the goals – In the next one year the most important thing…
- Create a goal map.
- Create your dash life. See poem by Linda Ellis, *The Dash Poem*
- Write goals with the five W's (who, what, where, when, and why). Then, the how becomes the mini-goals.
- Write goals specifically.
- Create several goals, passing the 6th grade, going camping, controlling anger, making a sports teams,
- Past Goals – how they change
- 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.

Introduction to Goals

The Me I see 25,35,45 or 50 years from now. The students draw and label everything that they can think of that they want or need. Students lay pencils down, teacher pretends to take away everything not on their list. Students get a good understanding that goals for a successful life can not be established in

a short period of time.

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

- Interpret how labor market changes effect career options.

- Define non-traditional occupations, stereotyping, biases, discrimination, and sexual harassment.

- Compare and contrast the advantages and disadvantages of non-traditional careers.

- Identify the emotions and peer pressure issues related to career choices in our ever-changing society.

- 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.K1Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.*
- *CM3.K2Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.*
- *CM3.K3Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).*
- *CM3.K5Identify occupations that you might consider without regard to your gender, race, culture, or ability.*
- *CM3.K6Identify the advantages and disadvantages of being employed in a non-traditional occupation.*
- *CM4.K1Describe 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.
- ID tools of the trade for different jobs
- Stereotyping activity
- Webquest on sexual harassment and workplace discrimination
- Destination success (Check with school counselor)
- Blue eyed/Brown eyed discrimination activity
- Equal Employment Opportunity Act – task
- Job characteristics,
- Sex bias, stereotyping, discrimination definitions
- Stereotyping, nontraditional PowerPoint
- NTO Student PowerPoint (adapted from DOE)
- Soft skill notes
- Gender PowerPoint from MN

Tools of the trade – have the students to place them according to who they think uses them. Then have them take all the tools out and put them in the middle. There is no such thing as a male tool or a female tool. Anyone can do any job.

Stereotyping Activity.
Class set of name change cards. Students pair them up – old name Policeman to new name Police Officer. Stewardess to Flight Attendant, Congressman to Congress Representative etc.

7th grade

- COURSE TITLE: **Career Discovery**

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.

Coming attractions for each grade level are color coded and posted inside the classroom.

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

- Demonstrate the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, and teamwork).

- Identify examples of appropriate and inappropriate personal behaviors in specific school, social, and work situations.

- Assess the consequences of positive and negative work ethic choices.

- Perform activities that will develop effective communication and decisions making skills.

- 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.A3Give examples of when you demonstrated positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).*
- *PS1.A4Demonstrate behavior and decisions that reflect your work values/needs.*
- *PS1.A6Show how you have adopted behaviors and sought experiences that build and maintain a positive self-concept.*
- *PS2.A1Demonstrate effective communication skills.*
- *PS2.A4Demonstrate the ability to get along well with others and work effectively with them in groups.*
- *PS2.A10Show how the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.*
- *ED1.A6Exhibit 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
- Behavior lists
- Individualized improvement plan for lowest area on behavior assessment
- Attitude sayings
- Attitude improvement plan
- Behavior improvement plan
- Interpersonal skills graphic organizer
- A day in the life of _____.

Sample Task Continued

- Writing graphic organizers graphic organizer
- Effective Communication
- Employable facts

Posters prepared for the National Career Clusters and the Georgia Concentrations with pathways.

Two day game rotations

- In seventh grade we spend two days playing games. We do this in on a rotation schedule so that all students get to play all of the games during the two days.

- These are played right before we do the GCIS assessments. The student do not know how to rate themselves as high, medium, or low on those assessments. With the games they can compare themselves to other seventh grade students and have a better understanding of what the assessment are asking for..

Operation games to demonstrate eye and hand coordination and stress.

Scattergories is used to test their quick thinking, problem solving, critical thinking skills and the use of words. In seventh grade I do a two day game rotation so the students can assess their skills as compared

to other seventh graders

Taboo is used to test their problem solving, critical thinking skills and the use of words. In seventh grade I do a two day game rotation so the students can assess their skills as compared to other seventh graders.
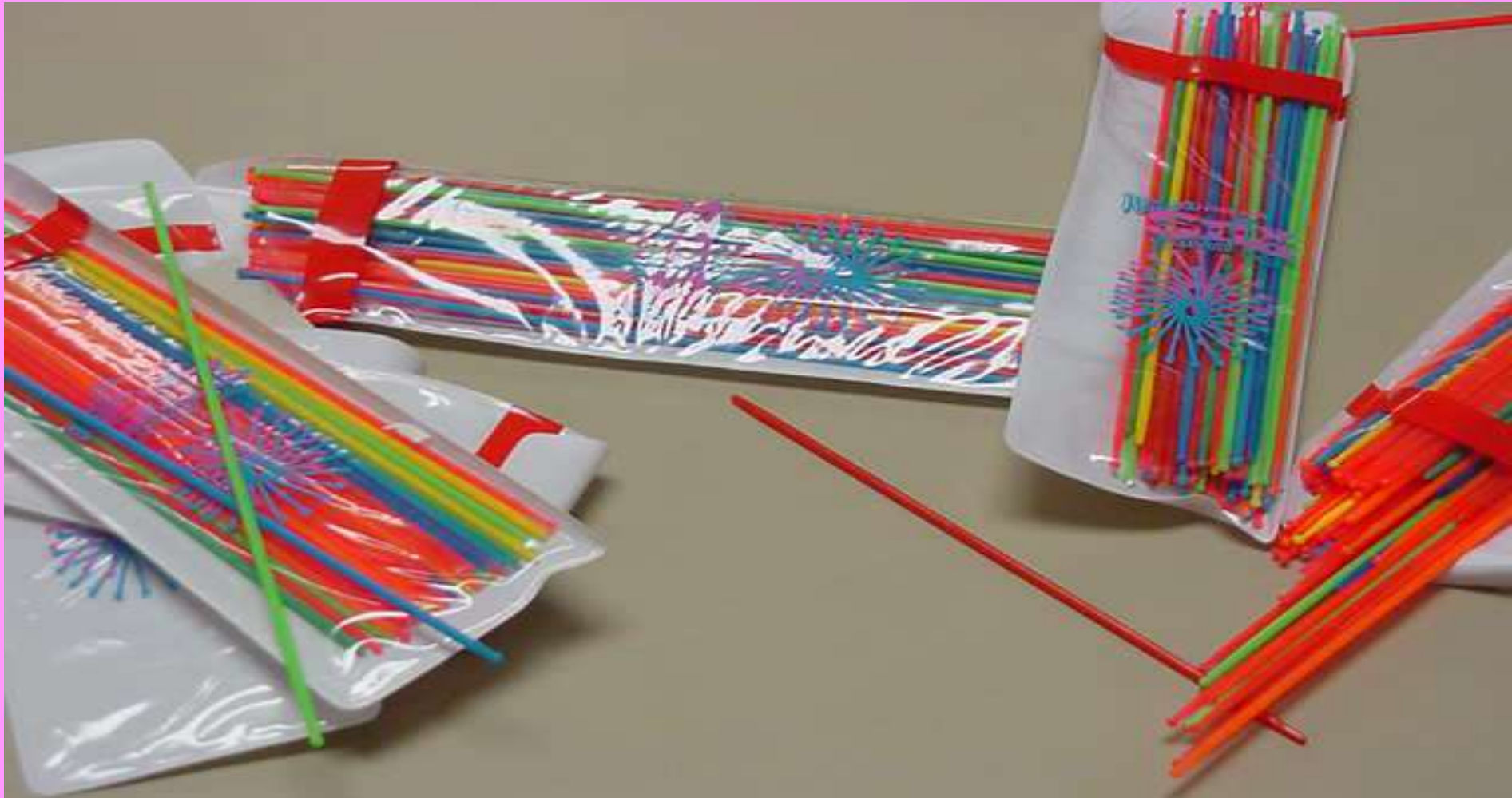
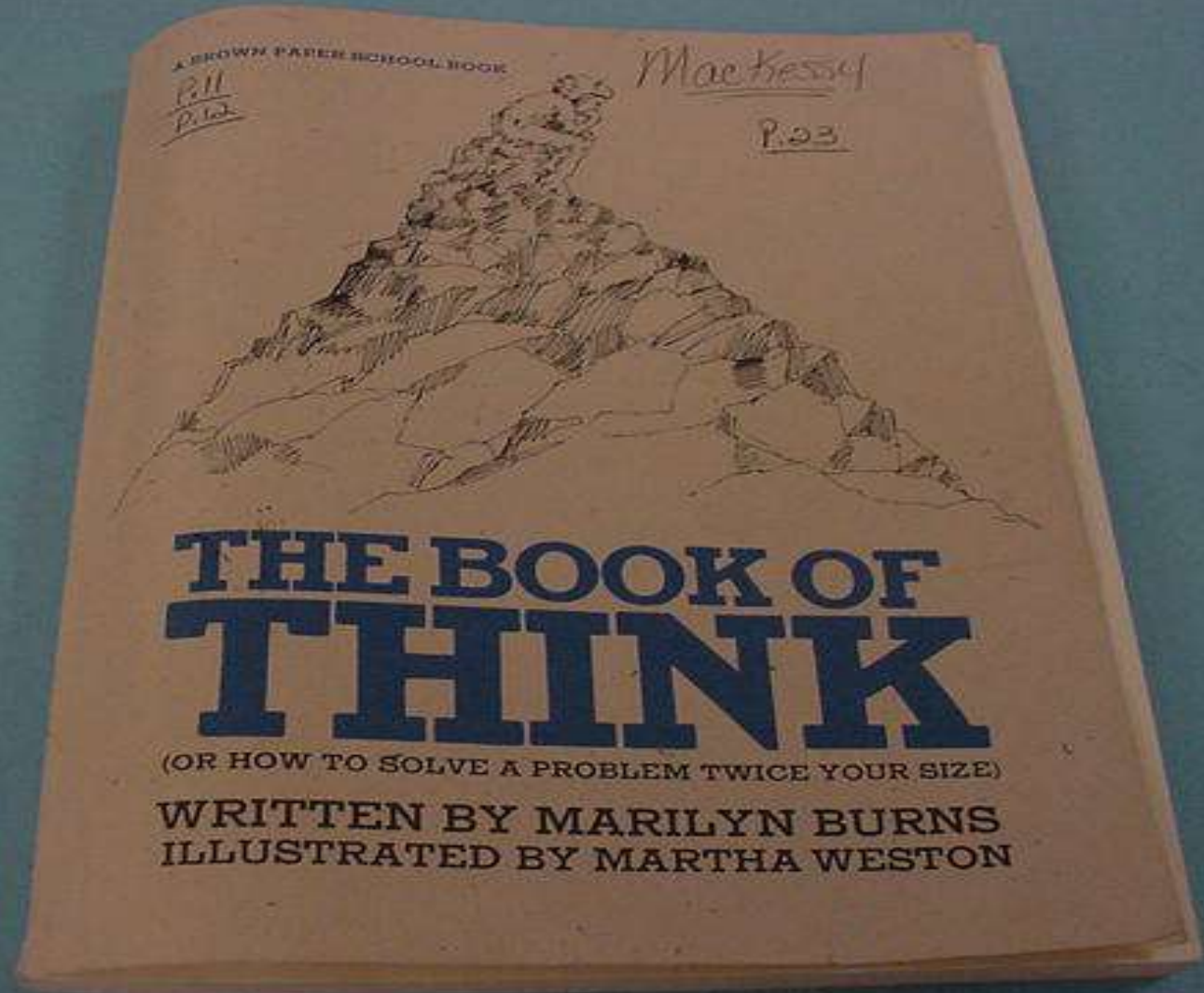These fish games are used to assess the students eye and hand coordination.

The Jenga games are used to assess the students eye/hand coordination, problem solving and critical thinking skills.
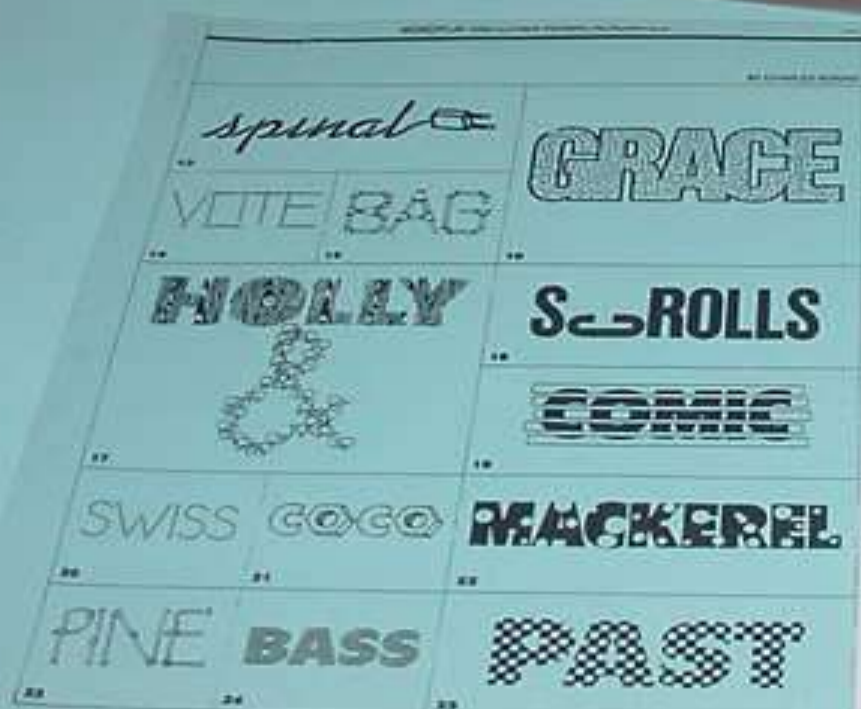
Pick up sticks are used to assess the students eye/hand coordination, problem solving and critical thinking skills.

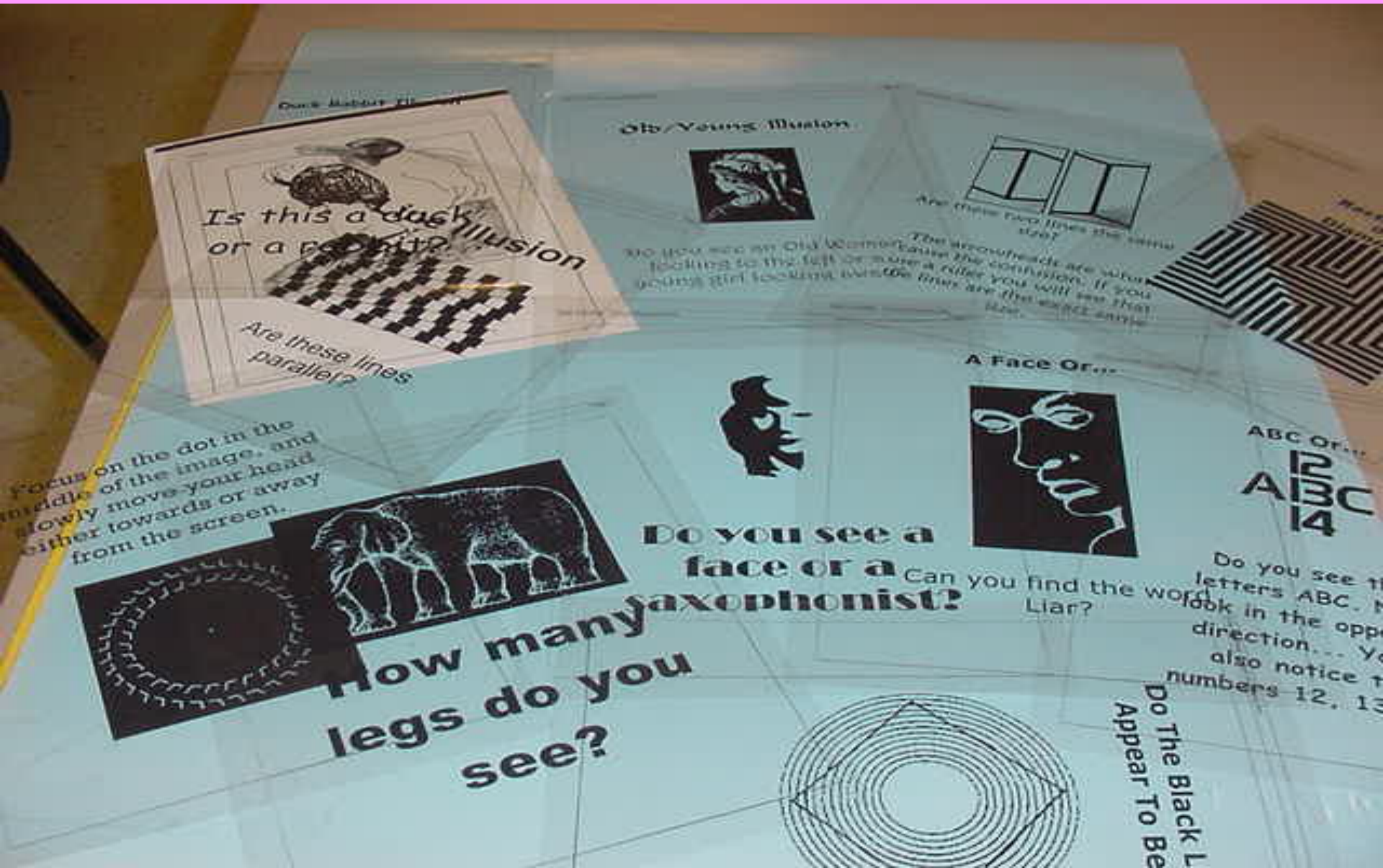# Problem solving and critical thinking activities

Wacky word – problem solving

Seeing details, perceptions

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

- 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.

- Identify career pathways that align with program concentrations.

- Discover and coordinate personal abilities, interests, and personality traits with career concentrations and pathways.

- Gather information from multiple resources based on current, unbiased, and accurate research related to self-selected career pathway options.

- Evaluate employability skills, academic proficiencies, and personal qualities needed for success in self-selected pathway.

- 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.R2Analyze your career plan and make adjustments to reflect ongoing career management needs.*

- *CM1.R4Evaluate your career management skills and personal traits (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).*

- *CM1.R3Re-examine your career goals and adjust as needed.*

- *ED1.K1Recognize the importance of educational achievement and performance to the attainment of personal and career goals.*

- *CM3.R3Judge 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.K5Recognize 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 Reengineering CTAE Booklet DOE
- X sheet
- 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 – word document Sample-Insurance Agent Sample: Auto Mechanic
- Concentration game of career/program concentrations-Create using Peach State Pathways
- Career outlook comparisons
- Peach State Pathways: Education and Career Planning Tools by Vivian Snyder
- Peach State Pathways: Template blank
- PowerPoints for 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.
- Career Lists for 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.
- Guest speakers
- Mini Me Project – Instruction sheet, grading sheet,

Sample Tasks, continued

- Graphic organizer summary or research
- Sample Research Project – Mechanic
- Career Targets
- Related URL Links
- Data, People, Things PowerPoint
- Personality Worksheet
- Personality Definition PowerPoint
- Traits of Mini Me's
- Mini Me graphic organizer

Sample Tasks Continued

- Career Concentrations DOE
- Reengineering CTAE Booklet DOE
- Reengineering CTAE Brochure DOE
- Pathway Planning (Peach State Pathways: Education and Career Planning Tools) DOE
- Performance Standards CTAE - DOE
- High School - Phase I DOE
- High School - Phase II DOE

Career Research Sites

- Occupational Outlook Handbook
  Career Outlooks
  Georgia Career Information Center
- Georgia Career Information System (user name: woodlandms password: gcis1605)
- ISeek
- College Grad
- Princeton Review
- Step Four DOT
- Bureau of Labor Statics
- Career Review
- My Cool Career
- Quint Careers
- Career Explorer
- Vault
- WetFeet
- *Vocational Information Center*

Make up a list of skills and tasks that will be required on jobs in the future. The students then sort them according to what they think their ability grade at this time would be.

A, B, C, D, F

After the personality PowerPoint and definitions, the students randomly draw a card with a career name on it. They then use the personality

worksheet to list personality traits needed for that particular job.

I keep a collection of different type of assessments so that I can show them to the students. I let them know that these things exist, even though our school can not afford to offer them.

Lower reading level for some learning disabled students.

Picture interest assessment for some self contained special education students in the career class.

Two really good coloring books on careers for some self contained special education students.
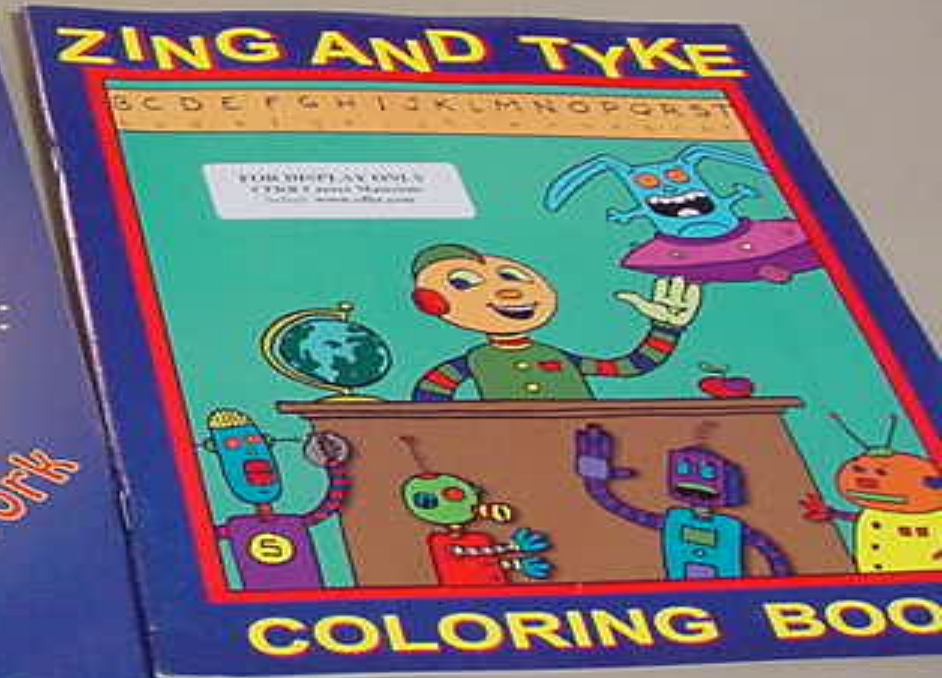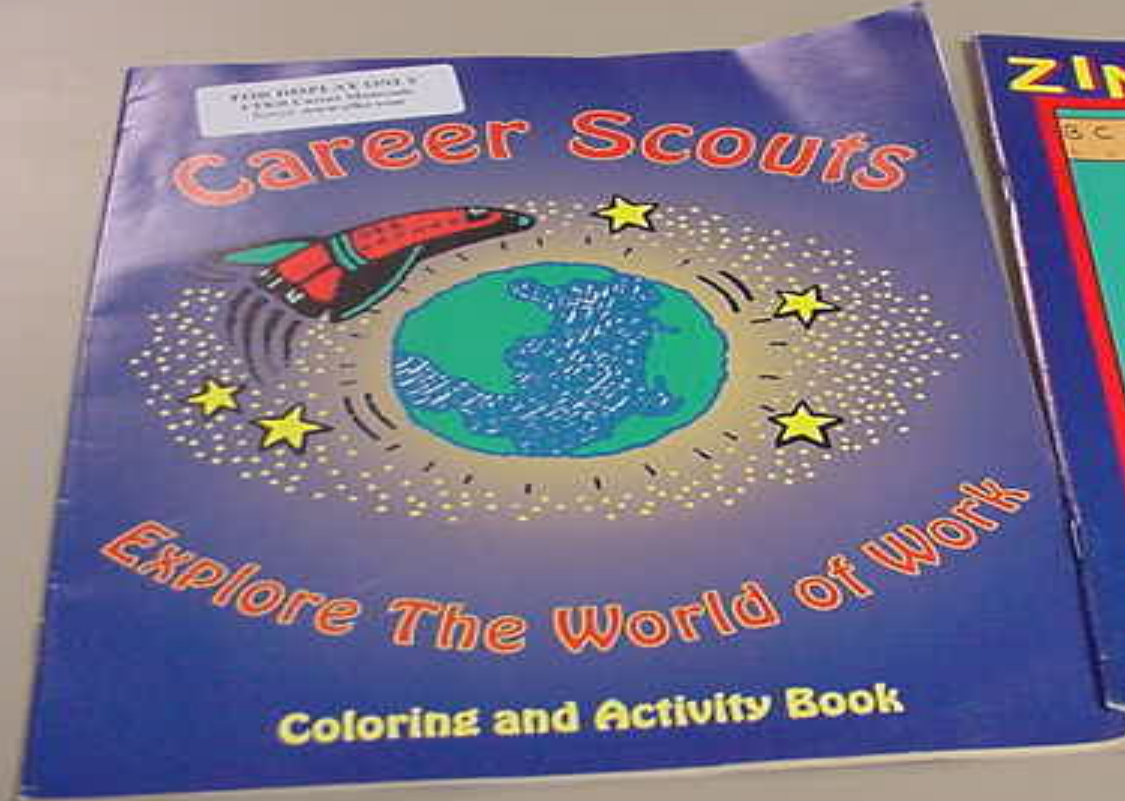
This is what the coloring books are like on the inside. Activities for some self contained students when others are working on very detailed projects.

I have created my own using computer clip art writing my own career sentence. I put them in files and in a specific drawer for my special education activities.

"Mini Me" is a seventh grade project where I take a digital picture of the student's head. They cut their head out and make a paper doll for their body. That paper doll then goes to work with an adult and finds out facts about a real job. The adults writes answers to a set of questions. The student writes an essay using those questions and answers. They must then create a visual to explain the entire day step by

step. They will present their "Mini Me" project to the class.
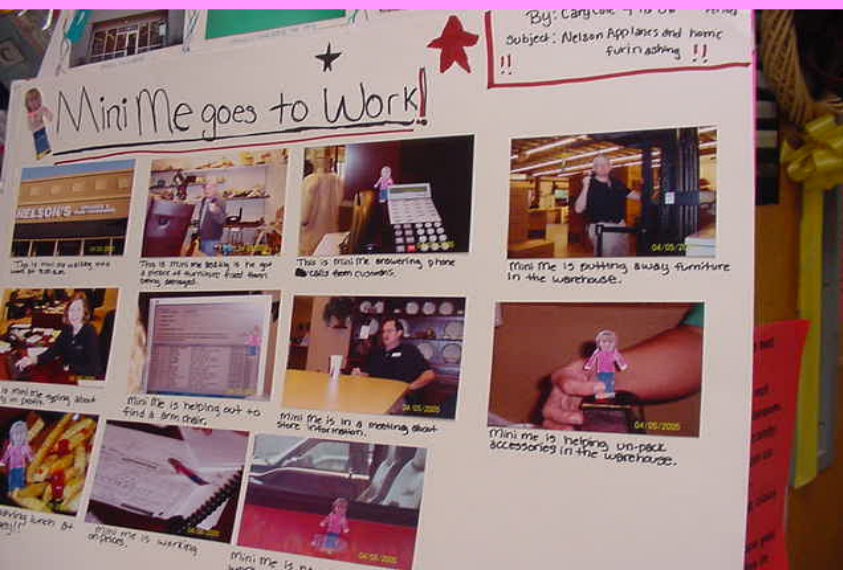
"Mini Me goes to work as a hair dresser. Hair products and tools.

"Mini Me" works as a receptionist as a brick company.

"Mini Me" becomes a dental assistant.

Values Sort – after the research project, students put values cards into categories for: always valued, often valued, sometimes valued, seldom valued, never valued. They then must identify how the career they research would

provide them with the values that they always and often valued.

Sample "Mini Me" project visual, the book in the center give a very detailed account of the day of an art teacher.

Sample "Mini Me" project visual, it would be very easy to see what a was like at the Atlanta oral and facial surgery office.

"Mini Me" goes to work as a mechanic. Notes under each picture explains what "Mini Me" was doing at that time on the job.

Sample "Mini Me" project visuals

"Mini Me" becomes a welder.
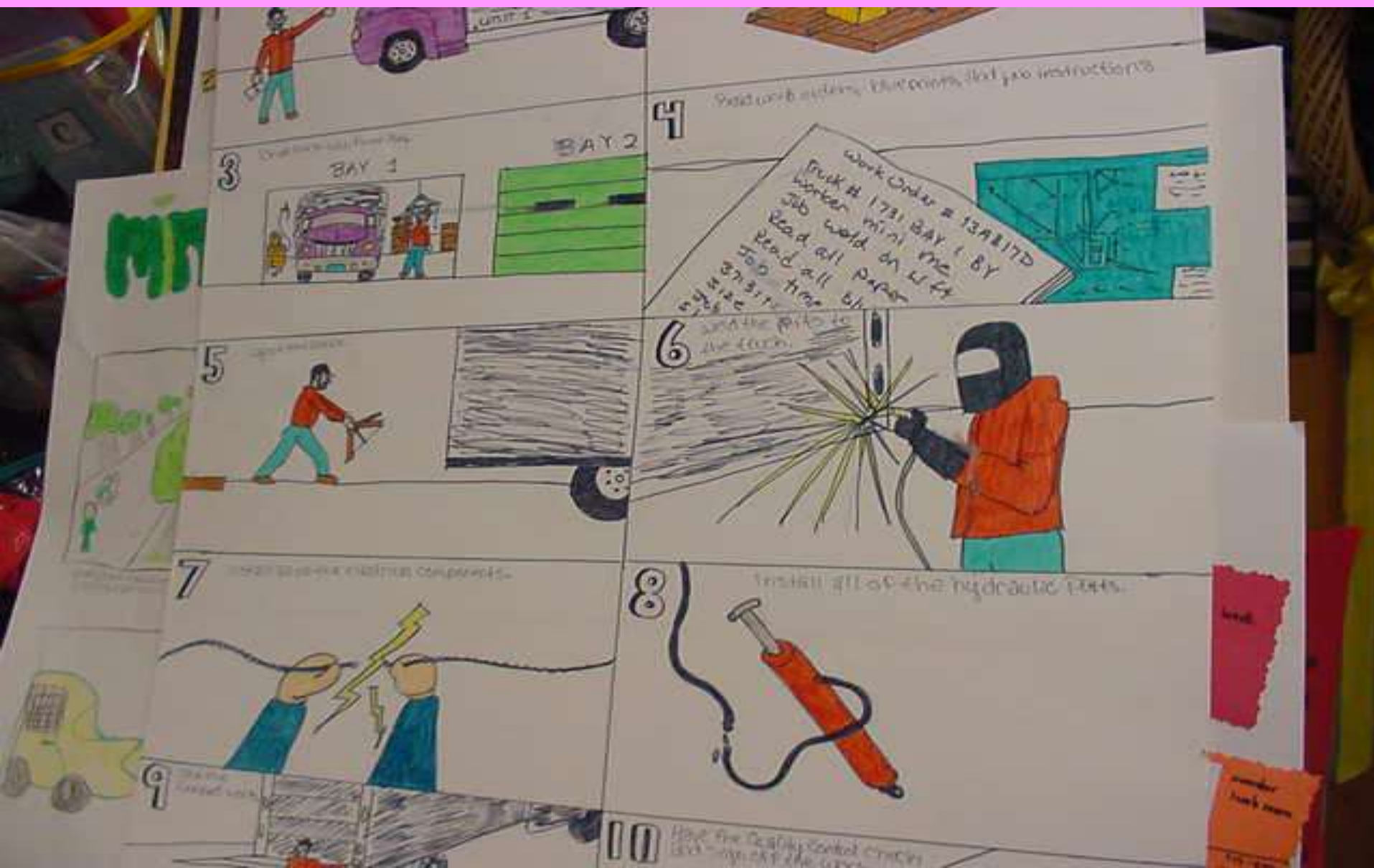
"Mini Me" goes to work at a convenience store

"Mini Me" becomes a truck driver for the day.

"Mini Me" went to work at Shaw Industries. He was not allowed to take pictures but Shaw gave him samples of the items and the step by step process that the yarn has to go through in order to make carpet.

The step by step daily work activities makes it easier to explain the career related pathways.
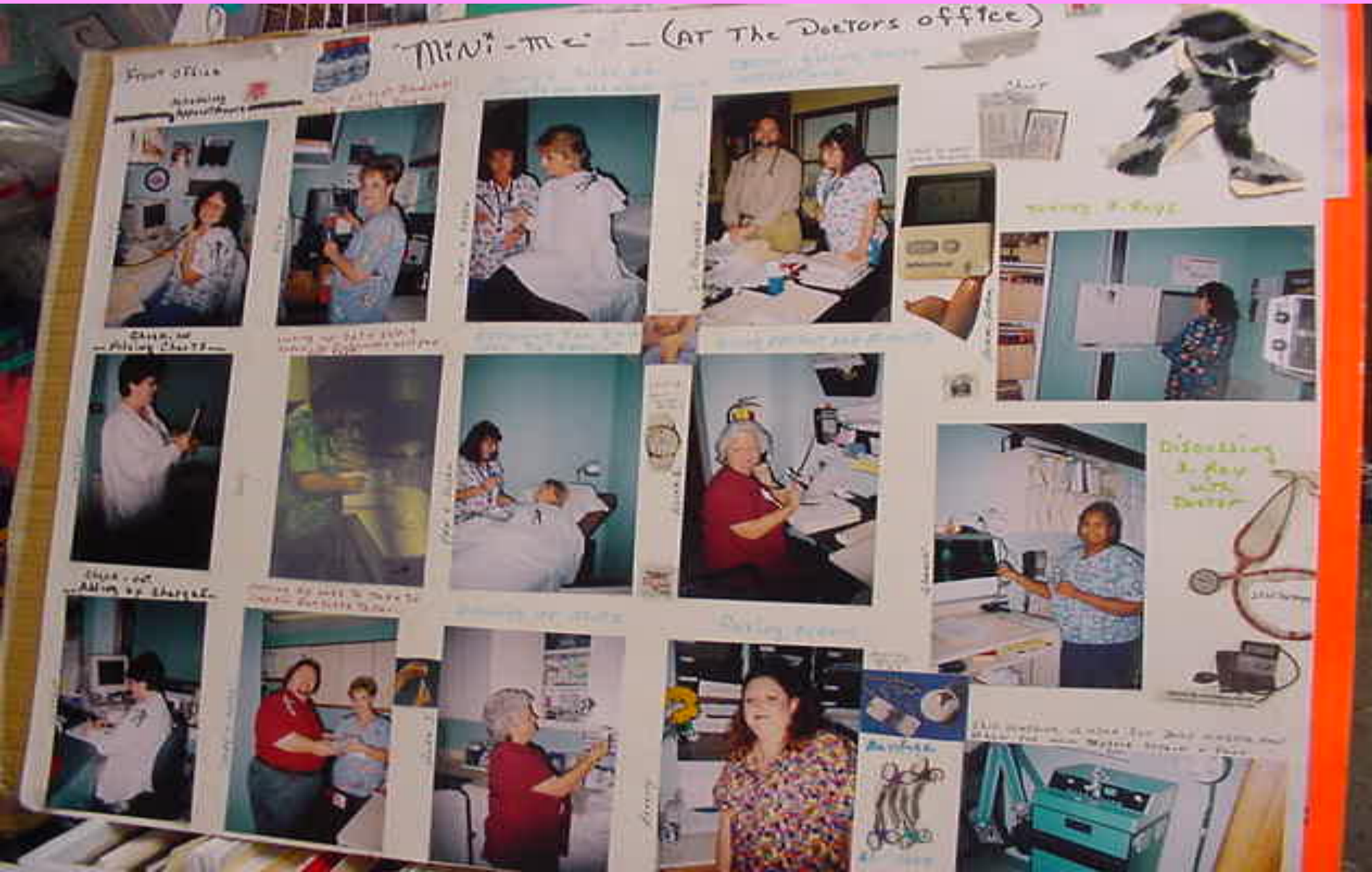
I've downloaded 5 reference sources on each of the career topics for every student and put them in a folder. The students then select their folder as they enter the class to work on their research projects.

I use the same folders and bins for a small career project in the 6th grade and for a large very Detailed research project in 7th grade.

The folders and put into bins and the bins are placed in alphabetical order. At this time there are 12 bins to hold all of the files. I keep the files from the previous nine weeks so that I will not have to reprint everything again.

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

- Describe study skills and learning habits and styles that promote educational achievement and performance.

- Recognize correlation between personal educational achievement/performance and workplace success or failure.

- Identify and examine existing pathways, course offerings and graduation requirements at local high school(s).

- Examine post-secondary options linked to pathway specific occupations.

- Identify individual career and educational goals.

- 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.A9Show how aspects of your self-concept could positively or negatively affect educational achievement (i.e., performance) and/or success at work.PS1.A10Give personal examples of how educational achievement (performance) and/or success at*
- *work affected your self-concept*
- *ED1.A1Demonstrate educational achievement and performance levels needed to attain your personal and career goals.*
- *ED1.A2Demonstrate strategies you are using to improve educational achievement and performance.*
- *ED1.A3Demonstrate acquisition of study skills and learning habits that promote educational achievement and performance.*
- *ED1.A4Show how you are using learning style information to improve educational achievement and performance.*
- *ED1.A7Show how your educational achievement and performance can expand your workplace options.*
- *ED2.A5Show 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.A2Develop a career plan to meet your career goals.*
- *CM2.A1Give examples of past decisions that demonstrate your decision-making style.*
- *CM2.A2Demonstrate the use of a decision-making model.*
- *CM2.A4Show how exploring options*
- *affected a decision you made.*
- *CM3.A1Show how career information has been important in your plans and how it can be used in future plans.*

Go to the GA DOE Website and download the Concentrations, Pathways and Courses for Georgia. Put each Concentration in its own notebook including all performance standards for every course. When a student want to know what will be taught in a specific course you will not make a mistake since the performance standards are state wide. Everyone now has to teach the same things.
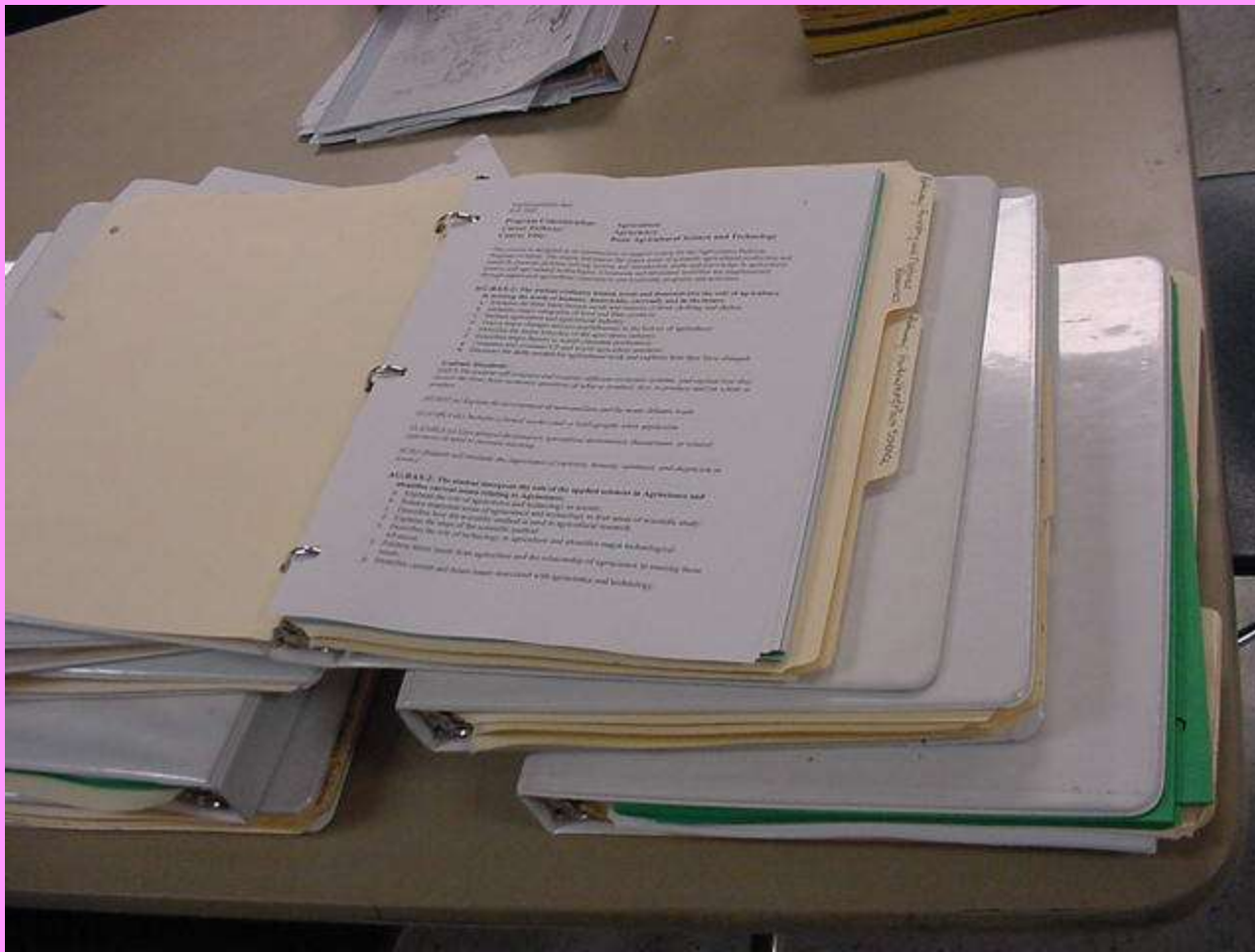
Sample Tasks:

- Decision Making Process
- Review goal writing with the 5 W's
- Compute GPA's
- Discuss HOPE Grant, HOPE Scholarship
- Graduation Requirements
- Assessments (Paper and Electronic) on learning styles and study skills
- Index of **Learning Styles** Questionnaire
- **Learning Styles Assessment** :: Ageless Learner
- An Explanation of **Learning Styles** and Multiple Intelligences (MI)
- Compare education levels to salary levels
- Examine all pathways – create notebook with all performance standards for each of the courses in all pathways
- Tentatively select a Peach State Pathway: An Education and Career Plan
- Evaluate graduation requirements
- Write individual career goal(s) and steps to obtain that goal
- Write educational goal(s) – secondary and post secondary options
- 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 on poem about success

Learning Style Tests and Tips

- Numerous researchers have tackled the problem of how to measure learning styles, and many of their questionnaires are available on the web. Two free online tests calculate your scores immediately and provide descriptions of various learning styles:

  Solomon and Felder's Index of Learning Styles is a 44-item questionnaire which can be completed online. Learning style results are returned immediately in four categories: active/reflective, sensing/intuitive, visual/verbal and sequential/global. After completing the test, read the article, "Learning Styles and Strategies" to learn about your style and how you can make the most of it.

  To find out whether your learning style is Visual/ Verbal, Visual/ Nonverbal, Tactile/ Kinesthetic or Auditory/ Verbal, try Catherine Jester's online assessment tool, "A Learning Style Survey for College".

- Your test results are returned along with descriptions of each learning style and strategies for each type.

  To assess yourself further, see "Learning Style and Self-Assessment Tests.

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

- Recognize and assess the impact of life roles (Personal, leisure, community, learner, family, and work).

- Recognize the need for respect, openness, and acceptance of all human diversity.

- Describe how stereotypes, bias, and discrimination may affect and limit career choices.

- Examine the positive benefits and outcomes of non-traditional careers.

- 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.R1Assess the impact of your life roles on career goals.*
- *PS2.A4Demonstrate the ability to get along well with others and work effectively with them in groups.*
- *PS2.K9Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.*
- *CM2.K7Describe how biases and stereotypes can limit decisions.*
- *CM3.K6Identify the advantages and disadvantages of being employed in a non-traditional occupation.*
- *ED1.K1Recognize the importance of educational achievement and performance to the attainment of personal and career goals.*
- *ED2.K1Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.*

Sample Tasks:

- Nontraditional guest speakers
- Nontraditonal PowerPoint
- Sex bias, stereotyping, nontraditional, discrimination definitions
- NTO Powerpoint from DOE – same one as used in 6th grade
- Life roles and competencies
- 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)
- Jeopardy Values
- Jeopardy 7th review
- Jeopardy template
- Flat Daniel goes Military
- Flat Daniel Avionics and Aviation Careers

8th grade

- COURSE TITLE: **Career Management**

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.

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

- Demonstrate and evaluate the ability to get along well with others including conflict management and respect for diversity.

- Recognize the difference between appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.

- 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.R9Assess how you show respect for all kinds of human diversity.*
- *PS2.R10Analyze the impact of your ability to interact positively with diverse groups of people on your learning and academic achievement.*
- *PS1.K7Recognize that situations, attitudes, and the behaviors of others affect your self-concept.*
- *PS1.R8Analyze how your behaviors and attitudes might affect the self-concept of others.*
- *PS1.K9Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.*
- *PS2.R1Evaluate your use of effective communication skills.*

Sample Tasks:

- Behavior and Attitude

- Behavior assessment and score sheet
- Behavior and Work Ethics PowerPoint
- Behavior List from assessment for board activity
- Work Ethics assessment and score sheet
- Improvement plan for lowest behavior category
- Improvement plan for work ethics
- Role-play demonstration of behaviors
- Write a business letter
- Demonstrating proper etiquette skills
- Practice conflict-management techniques / tasks /
- Diversity
- Nontraditional
- Body language videos
- Text message conversion activity
- Communication – graphic organizer
- Diversity

Sample Tasks Continued

- Workforce Skills Chart

- Ads student wrote – to correct as a class

- Be more descriptive

Behavior trait recognition
Eight areas from Behavior Assessment made into pockets put on poster boards. Over 200 traits listed and cut out that the students must successful identify and put into the correct category.

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

- Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.

- Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.

- 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.R7Analyze the impact of outside pressure on your behavior.*
- *PS3.K4Recognize that external events often cause life changes.*
- *CM3.R1Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.*
- *CM3.R2Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.*
- *CM3.A3Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate*
- *ED1.A8Show how the ability to acquire and use information has affected your educational achievement and performance.*
- *PS4.R1Assess the impact of your life roles on career goals.*
- *PS4.A2Show how you are balancing your life roles.*
- *CM5.K2Identify economic conditions that affect your career plans.*
- *PS3.R4Assess 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 – time management chart
- Wasted time journal or log
- Family life demand decisions, case studies
- Why People Work PowerPoint
- Budget PowerPoint
- Create a budget - rubric
- Stocking apartment project
- Reality check (GCIS)
- Brainstorm causes of stress
- Stress PowerPoint
- Stress Management task
- No control over list – fix it or forget it
- 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/
- Career Research Project

Sample Tasks Continued

- Values Survey
- Values PowerPoint
- Hardest Decisions
- Universal Job Skills List
- Soft skill notes
- Soft skills list and examples
- Life roles PowerPoint
- Service Learning Plan
- Service Learning Planning guide
- Service Learning Planning guide – blank
- Worksheet to be used with the OOH
- You're the boss

Time management skills and work ethics. Students have 4 minutes to get to class and be clocked in.

will be a demerit for disrespect to me since you did not follow the rules in my class.
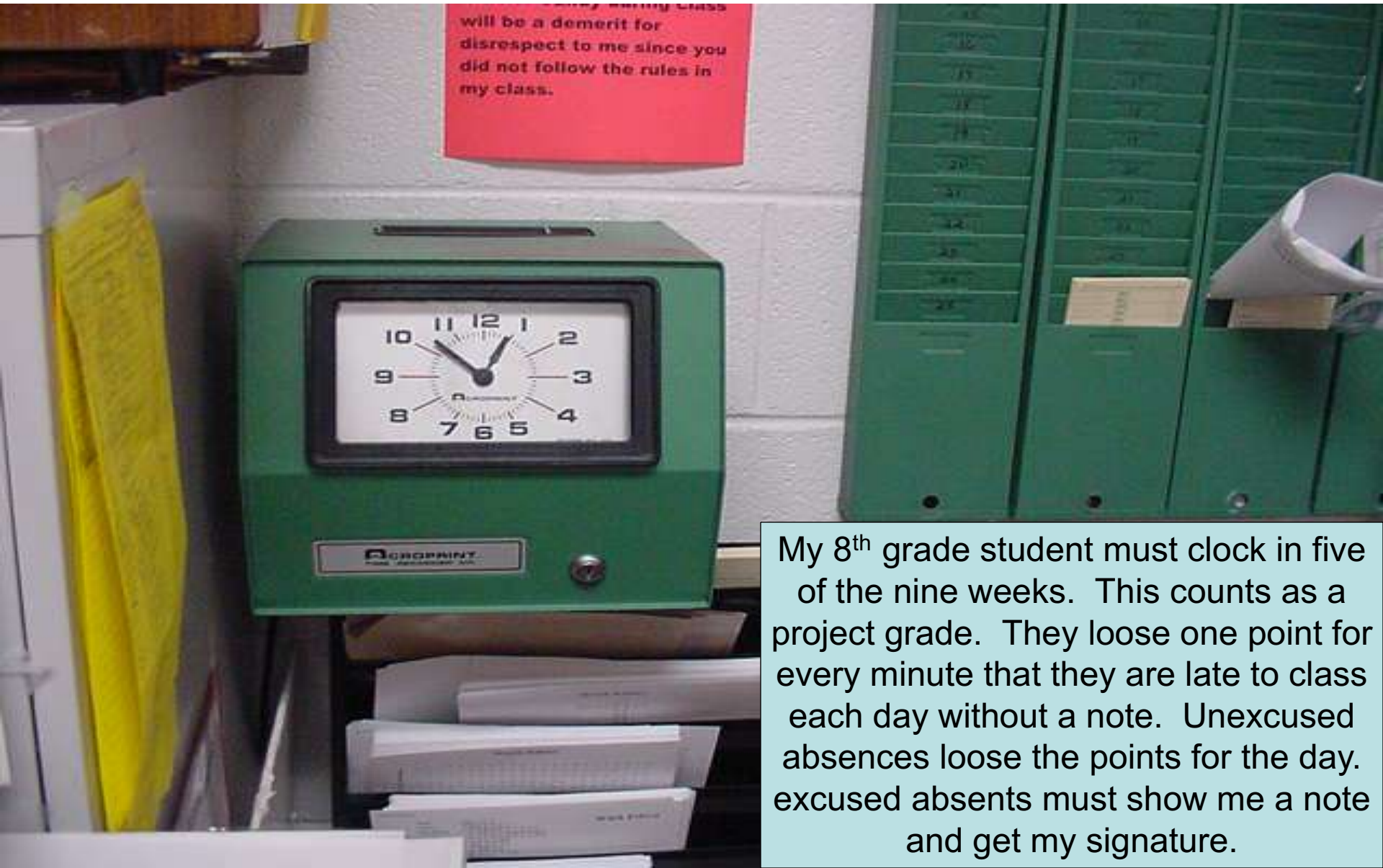
My 8th grade student must clock in five of the nine weeks. This counts as a project grade. They loose one point for every minute that they are late to class each day without a note. Unexcused absences loose the points for the day. excused absents must show me a note and get my signature.

Free newspapers can be delivered to your classroom each week if you apply each year. (10-30 copies)

Collect time cards from local employment opportunities

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

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

- 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.

- 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).

- 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.A8Demonstrate that you accept responsibility for your behavior.*
- *PS1.R3Assess the impact of your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty) on your career development.*
- *PS1.R4Assess how your work values/needs are reflected in your career goals.*
- *PS2.A1Demonstrate effective communication skills.*
- *PS2.R2Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.*
- *PS2.A4Demonstrate the ability to get along well with others and work effectively with them in groups.*
- *PS2.K5Describe conflict resolution skills.*
- *PS2.R6Assess the consequences of appropriate or inappropriate behavior in specific school, social, and work situations.*
- *CM4.R4Analyze the impact of your transferable skills on your career options.*
- *CM4.R1Assess your academic, occupational, and general employability skills and enhance them as needed for your employment.*
- *CM4.R2Evaluate 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.
- List jobs or tasks that a 14-15 can do
- Child Labor Law Quiz
- Job positions for 14-15 year olds in your local area
- Job positions for 16-17 year olds in your local area
- Analyze a work permit.
- Alternative Views to Child Labor Laws
- Soft skills
- Transferable skills PowerPoint
- Employability skills – Transferable skills survey
- 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
- Common interview questions
- Why are applicants turned down at interviews?
- Job shadowing form,   check sheet, journal
- Career fairs
- Guest speakers

Sample Tasks continued

- Graphic organizer – what does it take to be employable?
- Graphic organizer – Interpersonal skills, diversity
- Graphic organizer – life long learner
- Written by 8th grades as an introductory

Interview do's and don'ts

Interviews – why some applicants fail

Interviews – common questions

Mock Classroom Interview reminders

Interviews and Resumes PowerPoint

Phone Script

Job Search Quiz

Steps to getting a job

Job Search Assignment

How to get and keep a job in the future

Collect job applications from your area
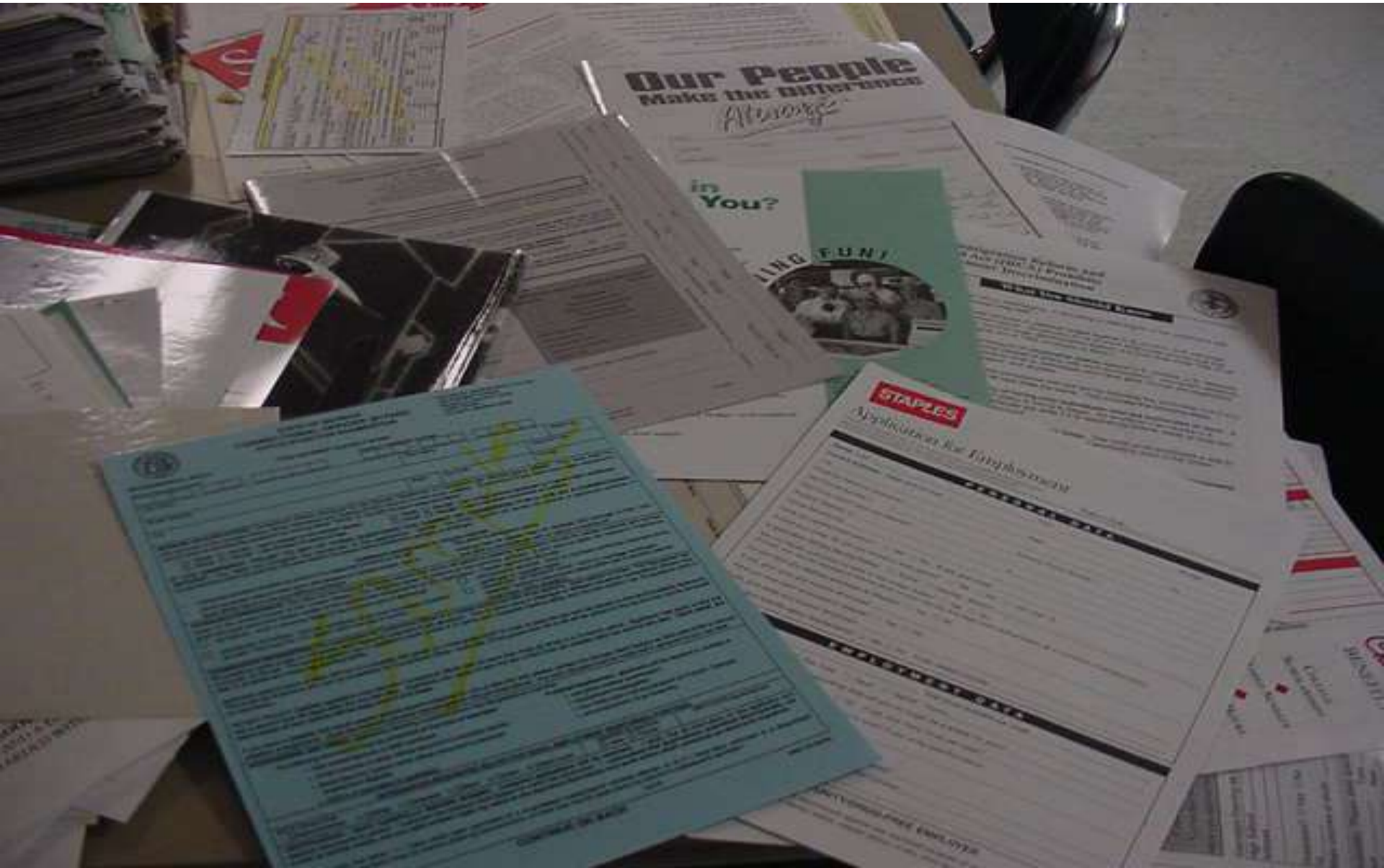
MSCM8-4: Students will personalize a self-selected Pathway that meets educational and career goals.

- Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- Create an individual plan using Peach State Pathways: Education and Career Planning Tool.
- Recognize the importance of educational achievement to the attainment of personal and career goals.
- Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual's educational and career plan.
- Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)
- 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.R2Assess the impact of your abilities, strengths, skills, and talents on your career development.*
- *PS1.R10Assess how your educational achievement (performance) and/or success at work affect your self-concept.*
- *ED1.R1Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.*
- *PS3.K1Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.*
- *ED1.R2Analyze your educational achievement and performance strategies to create a plan for growth and improvement*
- *.ED1.R5Evaluate the results of your plan for improving educational achievement and performance.*
- *CM5.K3Identify employment trends that affect your career plans.*
- *CM1.K4Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility)*
- *.PS1.R1Assess how your interests and preferences are reflected in your career goals.PS1.R2Assess the impact of your abilities, strengths, skills, and talents on your career development*
- *.ED1.K7Recognize that your educational achievement and performance can lead to many workplace options.*
- *ED2.R4Analyze 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.R5Assess 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.R6Evaluate 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.A1Give examples of how you use career-planning strategies to attain your career goals.*
- *CM1.R2Analyze your career plan and make adjustments to reflect ongoing career management needs.*
- *CM1.R3Re-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
- Dropout Prevention
- Discussion web sample answers about dropping 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, occupation sort, occupation sort classic, work place importance locator
- Students create a Portfolio
- Compute GPA using previous grading period averages
- Financial aid scholarship search
- Postsecondary research and comparison
- High school graduation requirements
- HOPE Scholarship
- HOPE Quiz
- HOPE updated facts

Additional Tasks

- 25 different graphic organizers.
- Scholarship requirements
- Graduation Rates
- Graduation Quiz
- Education and Career Planning
- Post Secondary Options – PowerPoint
- Post Secondary Options – word document
- CTSO advisor or officer speaker
- CTSO's PowerPoint
- CTSO's task
- CTSO's Quiz
- Angel Girl tours Notre Dame
- Pictures of colleges and Universities on classroom walls
- Virtual tours of college campus online
- Compare and contrast postsecondary options
- Post Secondary Options PowerPoint
- Careers on wheels
- College Catalogue questions
- Write letter requesting college catalogues from all fifty states.
- Local high school elective courses
- Freshman Transition PowerPoint
- Peach State Pathway Blank Planning Tool

Tasks Continued

- Business letter requesting more information from postsecondary institution
- Youth apprenticeship coordinator speaker
- UGA Admissions
- NCAA Guidelines
- Student Organizations CTSOs
- Side-by-Side Comparison DOE graduation rule
- Graduation Rule Guidance DOE
- Graduation Rule Powerpoint DOE
- Graduation Rule Brochure DOE
- Overview PowerPoint DOE

Bin with just high school activities and requirements

A lot of CD's are available for Career Related topics

I keep multiple copies of several assessment for the students to use who do not have internet permission forms on file or if the parent check no to the use of the internet.

Career Journey Booklets

I love the activity where the students must rate their own levels and then look up the number of matches certain job have as compared to the student's levels.

Budget city, Budget Town, Elementary Explorers, Real People, You're the Boss, Employment Bingo, Join my Group, are available in the classroom. I use these the day after the final exam when the grading

period is over but they can still learn from a career related game.

One side of the hallway outside of my room so that people can identify exactly what is taught in the class.

The other wall outside of my classroom with student work samples displayed with assignment commentaries.

Hall display of eighth grade assignments so parents and student will preview the class material. Color coded blue is 8th grade.
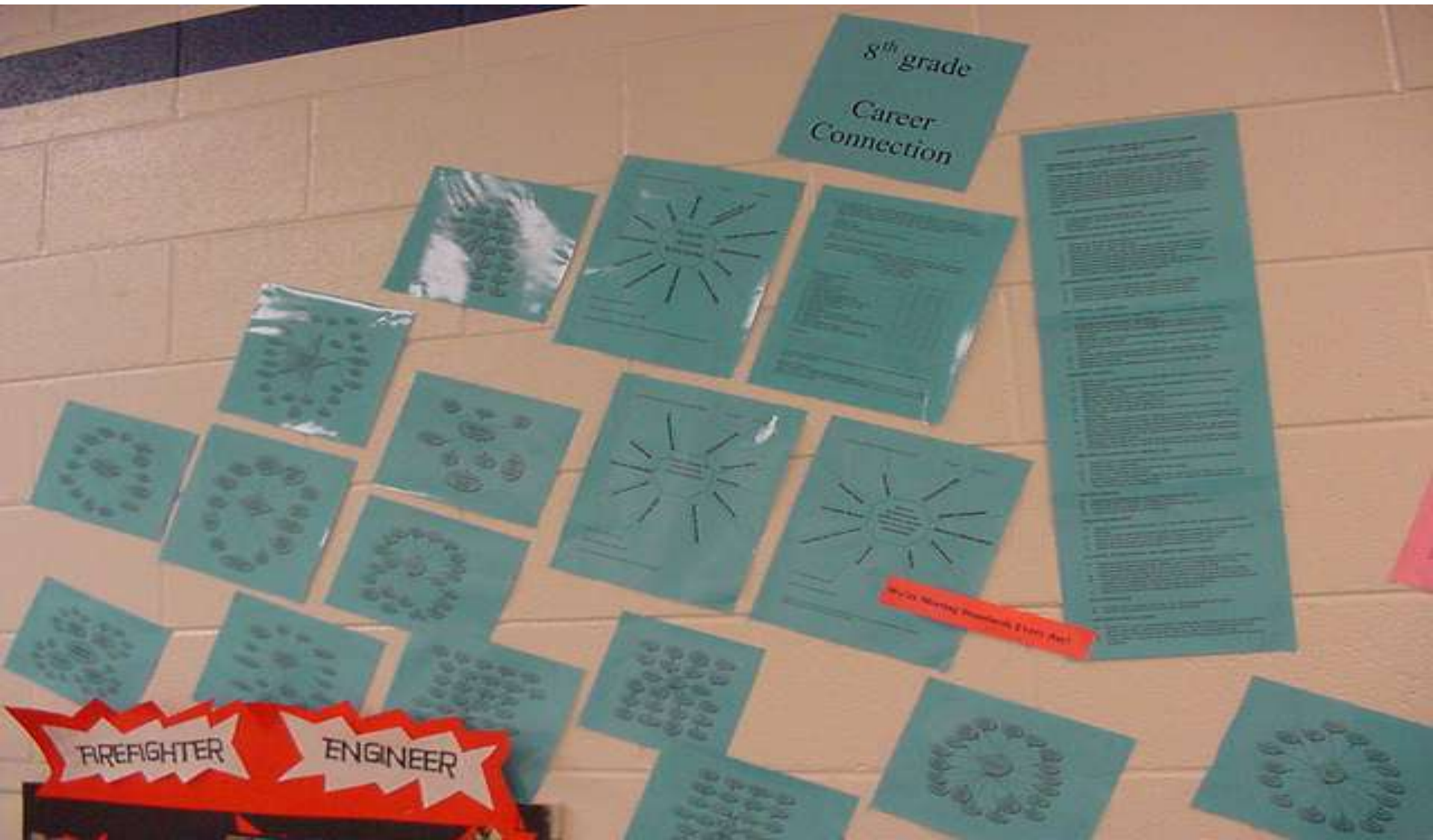
Hall display of seventh grade assignments so parents and student will preview the class material. Color coded pink is 7th grade.
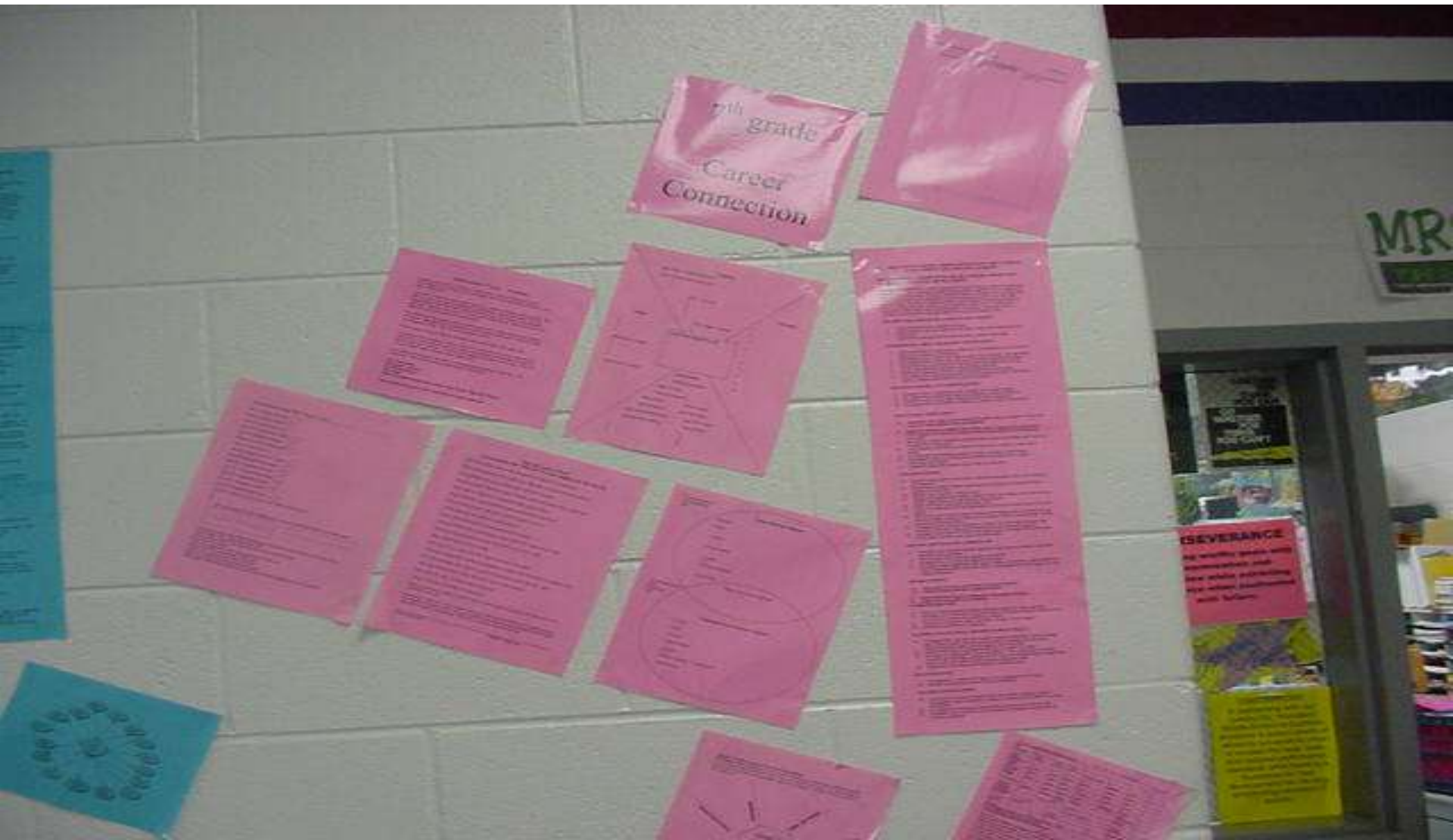
Hall display of sixth grade assignments so parents and student will preview the class material. Color coded yellow is 6th grade.

I have bins to hold the daily classroom activities and handouts. These are color coded pink for seventh grade activities. Also notice the National 16 Career Cluster Posters with the pathways and careers listed.

Bins for sixth grade containing the yellow posters and 8th grade containing the blue posters.

Homework assignments are color coded and listed on the board at all times.

9. The paragraph is interesting.

8th Grade Homework

Homework
Return course syllabus

Homework
Complete want ad project 10% of your final grade
(no experience ads 10 points each) (will train ads 5 points each)

7th Grade Homework

Homework
Return course syllabus

Homework
Bring in your report card or copy all your grades from your report card.

6th Grade Homework

Homework
Ask adult "Why do you work?"
Then ask "Besides

Homework
Ask adult " What unique characteristic has been most helpful to you and why?"

3/28

Major due dates are listed on the board at all times. I also have them in I-Parent, on my website, and on a handout as the students enter the room. They should be in every student's agenda after the first day of class.

1st Spelling/Vocabulary test	3/28
2nd Spelling/Vocabulary test	4/11
Last day for Missing work before PR	4/18
Progress Reports go home	4/22
Last day for Missing work since PR	5/19
Final Exam date	5/21
Notebook due date	5/21
8th grade Shadow Day date	5/2
7th grade Mini Me Due Date	4/15
7th grade Research Project due	5/15
6th grade Project/Visual/Presentation	4/24
8th grade Want Ad Project	3/28
8th grade Budget Project	5/16
8th	To Be Graded

Vocabulary word walls are color coded for each grade level.

Column 1 (blue):
C──r
Interest
Abilities
Personality
Aptitude
Attitude
Assessment
University
College
Associate Degree
Bachelor's Degree
Budget
Salary

Column 2 (yellow):
C──er
Job
Exploration
Knowledge
Skill
Attitude
Needs
Wants
Economics
Social
Psychological
Values
Uniqu──

Column 3 (pink):
Career
Job
Attitude
Wants
Needs
Physical Characteristic
Personality
Interest
Abilities
Aptitude
Assessment
Values

Class set of the A, B, C, D, cards for students to answer multiple choice question quickly. The teacher can actually see who is not understanding the material at any time during the class.
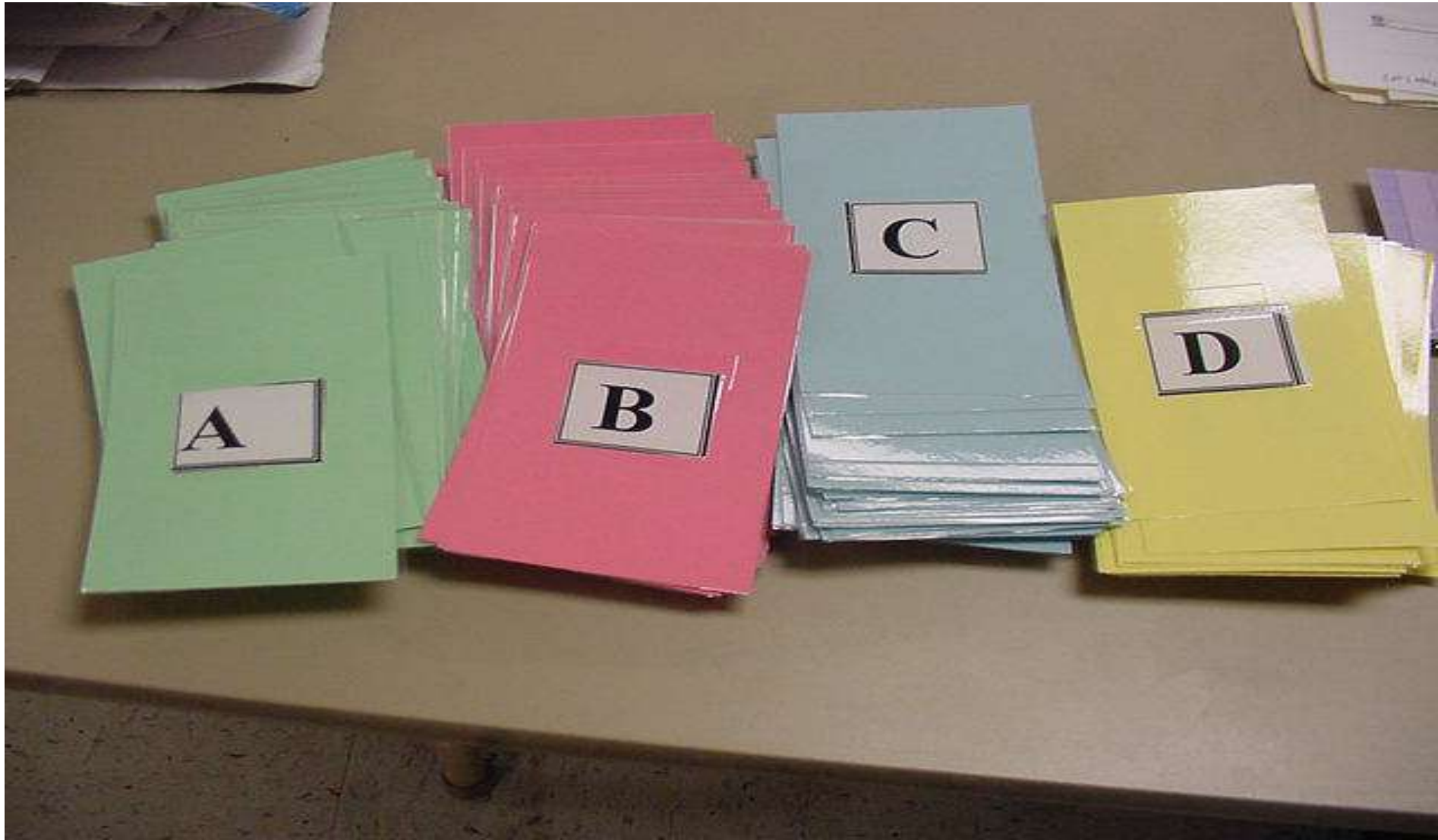
Class sets of the true false cards so that all student can answer the questions at one time. Teacher can easily see if the same person is missing the questions.

Use library pockets and create you own Jeopardy game. Laminate the index cards and students can create the questions. The cards can be reused again and again.

Collect books and sample items for student use

Collect samples and display for student use

Always have review or last minute items ready to reinforce the day's lesson.

# All tickets out the door are colored coded for grade levels too.

Close up of the 8th grade ticket out the door covering child labor laws.

This presentation

- The tasks demonstrated and mentioned in this presentation were created by Barbara Mackessy and are samples only.

- Please feel free to create and share your activities with the other Career Development teachers in Georgia.

- The new Career Development performance standards are to be fully implemented during the 2009-2010 school year.

- Many teachers will be using them during the 2008-2009 school year in Georgia.

Books on 200 toughest interview questions
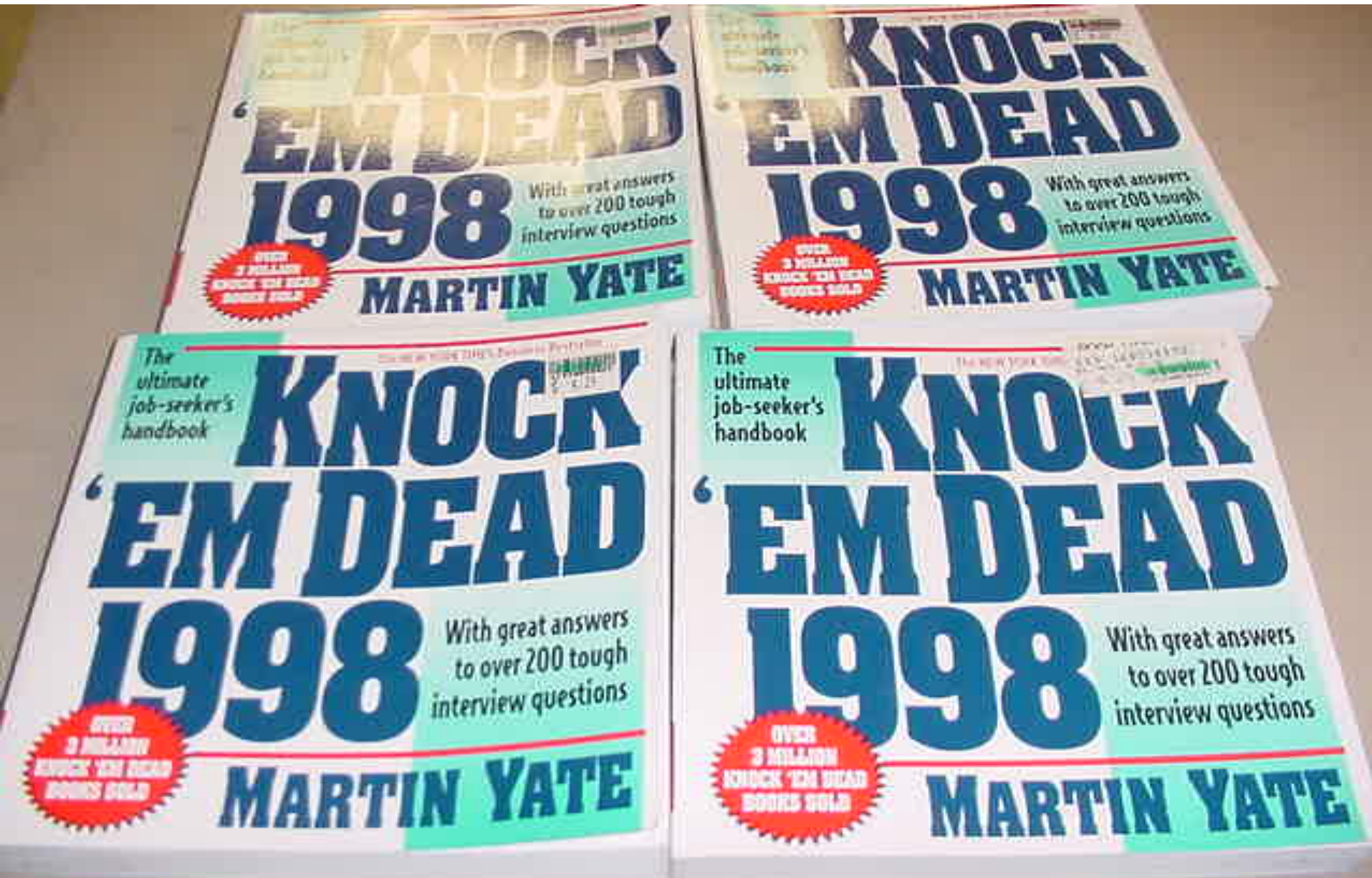
Comments? Questions? Opinions?

- Need information?
- Would you like another dates such as this so that more activities can be demonstrated or shared?
- Contact
- bmackessy@bartow.k12.ga.us
- Career Standards 6th, 7th and 8th