Georgia Career Development

Career Discovery Grade 7

Students will identify and evaluate work ethics and behavior characteristics needed for success in a career and in life. MSCD7-1	**A** Demonstrate the importance of positive work ethics in relation to success (Appearance, attendance, attitude, character, communication, cooperation, productivity, organizational skills, respect, and teamwork). MSCD7-1A
	B Identify examples of appropriate and inappropriate personal behaviors in specific school, social, and work situations. MSCD7-1B
	C Assess the consequences of positive and negative work ethic choices. MSCD7-1C
	D Perform activities that will develop effective communication and decisions making skills. MSCD7-1D
	E Explore group dynamics and interpersonal skills in order to foster teamwork. MSCD7-1E
Students will investigate Georgia's Career Program Concentrations that align with their personal assessments and identify possible career pathways. MSCD7-2	**A** Identify and analyze Georgia's career/program concentrations: (1)Agriculture; (2) Architecture, Construction, Communications & Transportation: (3) Arts & Humanities; (4) Business & Computer Science; (5) Engineering & Technology; (6) Family & Consumer Sciences; (7) Healthcare Science; (8) Government & Public Safety; (9) Marketing, Sales & Services, (10) Education & Teaching, and (11) Culinary Arts. MSCD7-2A
	B Identify career pathways that align with program concentrations. MSCD7-2B
	C Discover and coordinate personal abilities, interests, and personality traits with career concentrations and pathways. MSCD7-2C
	D Gather information from multiple resources based on current, unbiased, and accurate research related to self-selected career pathway options. MSCD7-2D
	E Evaluate employability skills, academic proficiencies, and personal qualities needed for success in self-selected pathway. MSCD7-2E
	F Examine employment outlook/demand in self-selected pathway. MSCD7-2F
Students will understand the importance of attaining ed ac[illegible] performance levels	**A** Describe study skills and learning habits and styles that promote educational achievement and performance. MSCD7-3A
	B [illegible]ecognize correlation between personal educational achievement/performance [illegible]nd workplace success or failure. MSCD7-3B

Skip to main content

needed to reach personal and career goals. MSCD7-3	C Identify and examine existing pathways, course offerings and graduation requirements at local high school(s). MSCD7-3C
	D Examine post-secondary options linked to pathway specific occupations. MSCD7-3D
	E Identify individual career and educational goals. MSCD7-3E
	F Demonstrate the decision making process while creating, analyzing, and managing a career plan that promotes attainment of specific career goals (Peach State Pathways: Education and Career Plan). MSCD7-3F
Students will recognize the impact of societal issues on their ability to function effectively in a diverse and changing world. MSCD7-4	A Recognize and assess the impact of life roles (Personal, leisure, community, learner, family, and work). MSCD7-4A
	B Recognize the need for respect, openness, and acceptance of all human diversity. MSCD7-4B
	C Describe how stereotypes, bias, and discrimination may affect and limit career choices. MSCD7-4C
	D Examine the positive benefits and outcomes of non-traditional careers. MSCD7-4D
	E Recognize that changes in technology, society, and economy require updated knowledge and skills throughout life. MSCD7-4E
Students will enhance reading in all curriculum areas CTAEMRC-1:	A Reading in all curriculum areas CTAEMRC-1:A
	B Discussing books. CTAEMRC-1:B
	C Building vocabulary knowledge. CTAEMRC-1:C
	D Establishing context. CTAEMRC-1:D
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, sli pr	A Creates or follows an organizing structure appropriate to purpose, audience, and context. CTAEW-1A
	B Excludes extraneous and inappropriate information. CTAEW-1B
	C Follows an organizational pattern appropriate to the type of composition. CTAEW-1C
	D Applies rules of Standard English. CTAEW-1D

Skip to main content

The student uses research and technology to support writing. CTAEW-2	**A** Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research. CTAEW-2A
	B Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information. CTAEW-2B
	C Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.). CTAEW-2C
	D Uses appropriate structures to ensure coherence (e.g., transition elements). CTAEW-2D
	E Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples. CTAEW-2E
	F Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. CTAEW-2F
The student consistently uses the writing process to develop, revise, and evaluate writing. CTAEW-3	**A** Plans and drafts independently and resourcefully. CTAEW-3A
	B Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts. CTAEW-3B
	C Edits writing to improve word choice after checking the precision of the vocabulary. CTAEW-3C
Understands concepts and processes associated with successful entrepreneurial performance. MKT-EN-1	**A** Define entrepreneurship. MKT-EN-1A
	B Identify and analyze characteristics of a successful entrepreneur. MKT-EN-1B
	C Identify the reasons for planning in entrepreneurial businesses. MKT-EN-1C
	D Discuss the entrepreneurial discovery processes. MKT-EN-1D
	E Assess global trends and opportunities. MKT-EN-1E
	F Determine opportunities for business creation. MKT-EN-1F
	G Generate ideas for business. MKT-EN-1G
	H Determine feasibility of ideas MKT-EN-1H
	I Determine the major reasons for business failure. MKT-EN-1I
Explain the fundamental co ow	**A** Determine the relationship of competition to our private, free enterprise ystem. MKT-EN-2A

Skip to main content

	B Explain the effects of competition on buyers and sellers. MKT-EN-2B
	C Identify the common types of business ownership. MKT-EN-2C
	D Compare and contrast the advantages and disadvantages of each type of ownership. MKT-EN-2D
	E Explain relevant government regulations relating to the operation of a business. MKT-EN-2E
	F Discuss the types of risks that businesses encounter. MKT-EN-2F
	G Explain how businesses deal with the various types of risks. MKT-EN-2G
	H Identify the market segment for the business. MKT-EN-2H
	I Formulate a marketing mix designed to reach a specific market segment. MKT-EN-2I
	J Utilize the marketing functions to determine the competitive advantage of the proposed business. MKT-EN-2J
Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration. CTAE-FS-1	**11** Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration. CTAE-FS-1
Academic Foundations: Learners achieve state academic standards at or above grade level. CTAE-FS-2	**12** Academic Foundations: Learners achieve state academic standards at or above grade level. CTAE-FS-2
Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-3	**13** Communications: Learners use various communication skills in expressing and interpreting information. CTAE-FS-3
Problem Solving and Cri Le solve problems, and use	**14** Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools. CTAE-FS-4

Skip to main content

problem-solving and improvement methods and tools. CTAE-FS-4		
Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information. CTAE-FS-5	15	Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information. CTAE-FS-5
Systems: Learners understand a variety of organizational structures and functions. CTAE-FS-6	16	Systems: Learners understand a variety of organizational structures and functions. CTAE-FS-6
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-7	17	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-7
Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. CTAE-FS-8	18	Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. CTAE-FS-8
Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, an res wo	19	Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace. CTAE-FS-9

Skip to main content

Career Development: Learners plan and manage academic-career plans and employment relations. CTAE-FS-10	20 **Career Development: Learners plan and manage academic-career plans and employment relations.** CTAE-FS-10
Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance. CTAE-FS-11	21 **Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.** CTAE-FS-11