Georgia Career Development

# Career Management Grade 8

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| **Students will develop and demonstrate positive interpersonal skills.** MSCM8-1 | **A** | **Demonstrate and evaluate the ability to get along well with others including conflict management and respect for diversity.** MSCM8-1A |
| | **B** | **Recognize the difference between appropriate and inappropriate behaviors and attitudes in specific school, social, and work situations.** MSCM8-1B |
| | **C** | **Demonstrate effective verbal and non-verbal communication skills (oral, written, and electronic).** MSCM8-1C |
| **Students will develop management skills that lead to academic and career success.** MSCM8-2 | **A** | **Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.** MSCM8-2A |
| | **B** | **Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.** MSCM8-2B |
| | **C** | **Recognize, discriminate, and manage career information including occupational, education and training, employment outlook, and economic information.** MSCM8-2C |
| **Students will examine and demonstrate an understanding of employability skills to enhance career success.** MSCM8-3 | **A** | **Explain and summarize the state and federal child labor laws.** MSCM8-3A |
| | **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.** MSCM8-3B |
| | **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).** MSCM8-3C |
| | **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.** MSCM8-3D |
| **Students will personalize a self-selected Pathway that me[illegible] ca[illegible]** | **A** | **Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.** MSCM8-4A |
| | **B** | **Create an individual plan using Peach State Pathways: Education and Career Planning Tool.** MSCM8-4B |

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| | **C** Recognize the importance of educational achievement to the attainment of personal and career goals. MSCM8-4C |
| | **D** Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual's educational and career plan. MSCM8-4D |
| | **E** Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.) MSCM8-4E |
| | **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. MSCM8-4F |
| **Students will enhance reading in all curriculum areas** CTAEMRC-1 | **A** Reading in all curriculum areas CTAEMRC-1A |
| | **B** Discussing books. CTAEMRC-1B |
| | **C** Building vocabulary knowledge. CTAEMRC-1C |
| | **D** Establishing context. CTAEMRC-1D |
| **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)** CTAEW-1 | **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 |
| **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 |

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| | **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 concepts of business ownership.** MKT-EN-2 | **A** Determine the relationship of competition to our private, free enterprise system. MKT-EN-2A |
| | **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 |

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| | **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 Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.** CTAE-FS-4 | **14** Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools. CTAE-FS-4 |
| **In Ap** | Skip to main content **Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate** |

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| use multiple information technology devices to access, organize, process, transmit, and communicate information. CTAE-FS-5 | | information. CTAE-FS-5 |
| Learners understand a variety of organizational structures and functions. CTAE-FS-6 | 16 | 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 anCareer Development: Learners plan and manage academic-career plans and employment relations. d Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. CTAE-FS-8 | 18 | Leadership anCareer Development: Learners plan and manage academic-career plans and employment relations. d 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, and legal responsibilities in the workplace. CTAE-FS-9 | 19 | Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace. CTAE-FS-9 |

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| **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 |