GEORGIA MIDDLE SCHOOL
Instructional Resources
CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

COURSE: Career Awareness

UNIT 2:   Pathways CTSO's Careers Resources

✔ INTRODUCTION

Annotation:

This unit will include lessons on the personal nature of work and how it relates to the students as individuals and as integral parts of society. Students will investigate and describe Georgia's Career Programs Concentrations and Pathways. They will identify, utilize, and demonstrate current and viable career-related resources to research career opportunities in self-selected pathways. Students will also be able to explain the purpose and benefits of membership in career and technical student organizations at middle school and high school levels. They will also be able to identify personal attributes and how to assess the results that impact their career development and explore their career plan.

Grade(s):

X	6th
	7th
	8th

Time:

Twelve 50 minute periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

✔ FOCUS STANDARDS

GPS Focus Standards:

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

    d) Investigate and describe Georgia's Program Concentrations and Career Pathways.

    e) Identify, utilize, and demonstrate current and viable career-related resources to research career opportunities in self-selected pathways.

    f) Explain the purpose and benefits of membership in career and technical student organizations (CTSOs) at middle school and high school levels.

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

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

    b) Explore the components of an individual career plan (Peach State Pathways: Programs of Study).

GPS Academic Standards:

M6P4   The students will make connections among mathematical ideas and to other disciplines.

SS6E4   The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

ELA6LSV1   The students 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   Students uses research and technology to support writing.

National / Local Standards / Industry / ISTE:

For MSCA6-1:

PS4.K1   Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

ED2.K6   Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

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

CM3.K2   Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

CM3.K3   Recognize that the quality of career information resource content varies (e.g., accuracy, bias, and how up-to-date and complete it is).

CM3.K4   Identify several ways to classify occupations.

CM5.K1   Identify societal needs that affect your career plans.

For MSCA6-5:

PS1.K1   Identify your interests, likes, and dislikes.

PS1.K2   Identify your abilities, strengths, skills, and talents.

CM1.K1   Recognize that career planning to attain your career goals is a life long process.

CM1.K2   Describe how to develop a career plan (e.g., steps and content).

CM1.K3   Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM2.K3   Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.

CM3.A2   Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.

UNDERSTANDING & GOALS

Enduring Understandings:
- Using research to find career options is important for career planning.
- CTSO involvement will increase experience and choices.
- Selecting a Career Pathway at an early age can help direct education, training, and experiences.

Essential Questions:
- Why is career research helpful now, in middle school?
- What is a Career Pathway and which one is right for me?
- What assessments can I take to better understand myself?
- What is my expected income/wage for my future career area or Career Pathway?
- How can a CTSO help improve my middle school and high school experiences?

Knowledge from this Unit:

The student will be able to:
- Demonstrate research skills.

- Identify reasons for selecting a Career Pathway.

- Determine a possible career plan.

- Identify educational and related income options.

Skills from this Unit:

The student will be able to:

- Demonstrate teamwork skills through Career Pathway classroom projects.

- Identify personal skills and interests.

- Research using various resources.

✅ ASSESSMENTS

Assessment Method Type:

_____	Pre-test
x	Objective assessment - multiple-choice, true- false, etc.
	_x_ Quizzes/Tests
	__ Unit test
x	Group project
x	Individual project
x	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	__ Self-check rubrics
	__ Self-check during writing/planning process
	__ Journal reflections on concepts, personal experiences and impact on one's life
	__ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts
	__ Practice quizzes/tests
x	Subjective assessment/Informal observations
	__ Essay tests
	_x_ Observe students working with partners
	__ Observe students role playing
_____	Peer-assessment
	__ Peer editing and commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
x	Dialogue and Discussion
	__ Student/teacher conferences
	_x_ Partner and small group discussions
	__ Whole group discussions
	__ Interaction with/feedback from community members/speakers and business partners
x	Constructed Responses
	__ Chart good reading/writing/listening/speaking habits
	_x_ Application of skills to real-life situations/scenarios
_____	Post-test

Attachments for Assessment(s):

       CA_6-2 Writing Rubric

       CA_6-2 Pathway Project Rubric and Directions

✅ LESSON PLANS

• LESSON 1: INTRODUCTION

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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

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

           b) Explore the components of an individual career plan (Peach State Pathways: Education and Career Plan).

2. Review Essential Questions**.**
   - Why is career research helpful now, in middle school?
   - What assessments can I take to better understand myself?

3. Identify and review the unit vocabulary.

Interests	Skills	Aptitudes	Values
Career plan	Peach State Pathway	Education and training	Employment
Long-term goal	Short-term goal	Research	Assessments

4. Activity.
   - Use website assessments to identify student results.
   - Before getting started make sure the school has access to the websites for assessments. It is suggested to use www.gacollege411.org, but you can use other websites if you have access to them.
   - Have a sufficient number of copies of the following handouts for each student:
     - **Research notes**
     - **Writing Rubric**
     - **Vocabulary Quiz**

• LESSON 2: PATHWAY TEAM PROJECT (5-6 periods)

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

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

       d) Investigate and describe Georgia's Career Program Concentrations and Career Pathways.

       e) Identify, utilize, and demonstrate current and viable career-related resources to research career opportunities in self-selected pathways.

2. Review Essential Questions.
   - What is a Career Pathway and which one is right for me?
   - What is my expected income for my future career area or Career Pathway?

3. Identify and review the unit vocabulary.

Peach State Pathway	Education and training	Employment
Long-term goal	Short-term goal	Income
Teamwork		

4. Activity.
   - Before the students get into teams, have them select three Peach State Pathways that they find interesting. Then have them get into groups based on the activities that relate best to the Career Pathways they chose.
   - Start with a discussion of the various Career Pathway areas for the project. Focus on the need for students to work in teams to accomplish the goal of the Career Pathway project.
   - Directions for the group project are found in the attachment **Pathway Project and Rubric.** Allow the students 10 minutes to brainstorm ideas for the project. What will they do for the project, what are the teammate's skills, interests, and values? What supplies do they need to bring to school to complete the task?
   - Have the students work as teams. Monitor their progress. Provide encouragement and guidance for the teamwork and the project.
   - The students present their project on the fifth day, based on scheduling.

Attachments:
       Pathway Project and Rubric

- ## LESSON 3: CTSO INVOLVEMENT ACTIVITY (2 periods)

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
   - f) Explain the purpose and benefits of membership in career and technical student organizations (CTSOs) at middle school and high school levels.

2. Review Essential Questions.
   - How can a CTSO help improve my middle school and high school experiences?

3. Identify and review the unit vocabulary.

CTSO	Short-term goal	Long-term goal

4. Activity.

- Select speakers from various CTSO's at your local middle school or high school and invite them to speak to your class. If no speaker is available you can use the CTSO website and view successful competitions and awards for students in CTSO's.
- Explain to the students the various CTSO's and what skills interests are related to these organizations in high school.
- Stimulate discussion to debate which CTSO would be best for two volunteers in the classroom. Use these two students as examples as you identify their skills, interests, values, and show how they can be involved in co-curricular activities this school year (short-term goals) and in high school (long-term goals).

• **ATTACHMENTS FOR LEARNING EXPERIENCES:**

- **CA_6-2 Vocabulary Bank**
- **CA_6-2 Research Notes**
- **CA 6-2 Writing Rubric**
- **CA 6-2 Pathway Project and Rubric**

• **NOTES & REFLECTION:**

This Unit is interactive and encourages self-reflection and goal setting. Students are encouraged to research information by the internet, self discovery, and interaction with CTSO advisors/teachers.

UNIT RESOURCES

Web Resources:

- Georgia Pathways: http://www.doe.k12.ga.us/ci_cta.aspx?PageReq=CICTAPlanningNew
- Agriculture website: http://agr.georgia.gov
- Georgia Department of Labor: http://www.dol.state.ga.us/
- Georgia College 411: http://www.gacollege411.org/
- Career Cruising (fee): www.careercruising.com
- CTSO information: www.gactso.org

Materials & Equipment:

- Internet Access
- Craft supplies (markers, paper, tape, scissors, pens, rulers)
- Copy paper
- Access to a printer

What 21st Century Technology was used in this unit?

☐	Slide Show Software	☐	Graphing Software	☐	Audio File(s)
☐	Interactive Whiteboard	x	Calculator	☐	Graphic Organizer
☐	Student Response System	☐	Desktop Publishing	☐	Image File(s)
☐	Web Design Software	☐	Blog	x	Video
☐	Animation Software	☐	Wiki	x	Electronic Game or Puzzle Maker
☐	Email	x	Website		