

Career Management Grade 8

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 meets educational and career goals. [MSCM8-4](#)

- 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
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Students will enhance reading in all curriculum areas CTAEMRC-1

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- A** Reading in all curriculum areas CTAEMRC-1A

 - B** Discussing books. CTAEMRC-1B

 - C** Building vocabulary knowledge. CTAEMRC-1C

 - D** Establishing context. CTAEMRC-1D
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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

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- 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
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The student uses research and technology to support writing. CTAEW-2

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- 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 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

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

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](#)

Learners understand a variety of organizational structures and functions. [CTAE-FS-6](#)

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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 Career 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 and Career 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](#)

**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-**

21 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance. CTAE-FS-11

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