

Introduction

Career development is a vital part of a student's educational career. It is a process in which an individual defines and re-defines career related choices and outcomes. Students need the tools, resources, skills and knowledge to become a productive citizen in a democratic society and school systems need to provide opportunities for young people to learn about themselves, the world of work and educational opportunities, and to create a viable realistic plan of action. These opportunities should be programmatic, developmental and systematic in grades K-12 and beyond.

Currently the Georgia DOE has identified three basic assumptions upon which to build a career development program:

- That ALL educators are career developers
- That ALL students are expected to earn a living
- That PARENTS are the greatest influence on their children in the career decision-making process

With these three assumptions in mind, it is clear that school systems are obligated to provide students and their parents with career related information in a systematic and developmental process. This manual was developed to provide a K-5 level introduction to career development with a focus on the 11 career concentration currently recognized by the Georgia Department of Education. These activities will introduce elementary children to those 11 career concentrations upon which Peach State Career Pathways have been built. The culminating activity will occur in the grade 8 when students enroll at the high school with a 6-year individual career plan reflecting one of the Peach State Pathways. These activities should enhance the local career development program at the elementary level by providing more specific information upon which the middle school can build.

Also included is a reading list for elementary students based on the 11 career concentrations.

All activities in the manual are correlated to the National Career Development Guidelines and the grades 3-5 level activities are organized around Georgia's 11 program concentrations.

Program Concentrations

Program concentrations are career-related programs that offer middle and high school students a sequence of courses to help them achieve their career goals and plan for the future. A concentration is a group of occupations that have similar skills and knowledge and provides a way to group occupations and broad industries based on commonalities. We have used the TV as an analogy to explain "concentrations."

Georgia currently recognizes 11 program concentrations.

- **Agriculture** includes Agribusiness Management, Agriscience, Agricultural Mechanics, Animal Science, Forestry/Natural Resources, Plant Science/Horticulture, and Veterinary Science
- **Architecture, Construction, Communications and Transportation** includes Aircraft Support, Broadcasting/Video Production, Construction, Engineering Drawing and Design, Flight Operations, Graphic Communications, Metals, Transportation Logistical Operations (Ground/Marine), Transportation Logistical Support (Ground/Marine) and Graphic Design
- **Arts and Humanities** includes Foreign Languages, Journalism, Performing Arts, and Visual Arts
- **Business and Computer Science** includes Administrative/Information Support, Computer Networking, Computing, Computing Systems and Support, Financial Management-Accounting, Financial Management-Services, Interactive Media, and Small Business Development
- **Culinary Arts** includes Culinary Arts
- **Education** includes Early Childhood Education and Teaching as a Profession
- **Engineering and Technology** includes Electronics, Energy Systems, Engineering, and Manufacturing
- **Family and Consumer Science** includes Consumer Services; Family, Community and Global Leadership; Interior Design, Nutrition and Food Science
- **Government and Public Safety** includes Law and Justice, Homeland Security and Emergency Services, JROTC-Air Force, JROTC-Army, JROTC-Marines, JROTC-Navy
- **Healthcare Science** includes Biotechnology Research and Development, Diagnostic Services, Health Informatics, Therapeutic Services-Emergency Services, Therapeutic Services-Medical Services, Therapeutic Services-Nursing
- **Marketing, Sales and Services** includes Fashion Marketing, Marketing Communications and Promotion, Marketing and Management, Sports and Event Marketing, Travel Marketing and Lodging Management

National Career Development Guidelines

The National Career Development Guidelines (NCDG) help educators, career professionals and community leaders develop high-quality career development programs for youth and adults nationwide.

Quality career development programs can:

- Increase academic achievement;
- Help students make sound decisions related to planning for, preparing for and financing postsecondary education or training;
- Contribute to safe and drug free schools;
- Help students develop the positive personal qualities they will need in their future roles as parents, workers and community members; and
- Help adults manage career transitions smoothly and effectively.

The framework is organized into three domains, goals that support those domains, and indicators of mastery are under each goal. The indicators are further grouped by learning stage.

Domains, goals and indicators organize the NCDG framework. The three domains: Personal Social Development (PS), Educational Achievement and Lifelong Learning (ED), and Career Management (CM) describe content. Under each domain are goals (eleven in total). The goals define broad areas of career development competency.

Personal Social Development Domain

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.
- GOAL PS3 Integrate growth and change into your career development.
- GOAL PS4 Balance personal, leisure, community, learner, family, and work roles.

Educational Achievement and Lifelong Learning Domain

- GOAL ED1 Attain educational achievement and performance levels needed to reach your personal and career goals.
- GOAL ED2 Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.

Career Management Domain

- GOAL CM1 Create and manage a career plan that meets your career goals.
- GOAL CM2 Use a process of decision-making as one component of career development.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain, and/or advance your employment.
- GOAL CM5 Integrate changing employment trends, societal needs, and economic conditions into your career plans.

Under each goal in the framework are indicators of mastery that highlight the knowledge and skills needed to achieve that goal. Each indicator is presented in **three learning stages** derived from *Bloom's Taxonomy*: Knowledge Acquisition, Application, and

Reflection. The stages describe learning competency. They are not tied to an individual's age or level of education.

Knowledge Acquisition (K). Youth and adults at the knowledge acquisition stage expand knowledge awareness and build comprehension. They can recall, recognize, describe, identify, clarify, discuss, explain, summarize, query, investigate, and compile new information about the knowledge.

Application (A). Youth and adults at the application stage apply acquired knowledge to situations and to self. They seek out ways to use the knowledge. For example, they can demonstrate, employ, perform, illustrate, and solve problems related to the knowledge.

Reflection (R). Youth and adults at the reflection stage analyze, synthesize, judge, assess and evaluate knowledge in accord with their own goals, values, and beliefs. They decide whether or not to integrate the acquired knowledge into their ongoing response to situations and adjust their behavior accordingly.

For the purposes of this K-5 level book, only knowledge acquisition stage indicators are used.

PERSONAL SOCIAL DEVELOPMENT DOMAIN	
GOAL PS1	Develop understanding of yourself to build and maintain a positive self-concept.
PS1.K1	Identify your interests, likes, and dislikes.
PS1.K2	Identify your abilities, strengths, skills, and talents.
PS1.K3	Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).
PS1.K4	Identify your work values/needs.
PS1.K5	Describe aspects of your self-concept.
PS1.K6	Identify behaviors and experiences that help to build and maintain a positive self-concept.
PS1.K7	Recognize that situations, attitudes, and the behaviors of others affect your self-concept.
PS1.K8	Recognize that your behaviors and attitudes affect the self-concept of others.
PS1.K9	Recognize that your self-concept can affect educational achievement (i.e., performance) and/or success at work.
PS1.K10	Recognize that educational achievement (performance) and/or success at work can affect your self-concept.
GOAL PS2	Develop positive interpersonal skills including respect for diversity.
PS2.K1	Identify effective communication skills.
PS2.K2	Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
PS2.K3	Identify positive social skills (e.g., good manners and showing gratitude).
PS2.K4	Identify ways to get along well with others and work effectively with them in groups.
PS2.K5	Describe conflict resolution skills.
PS2.K6	Recognize the difference between appropriate and inappropriate behavior in specific school, social, and work situations.
PS2.K7	Identify sources of outside pressure that affect you.
PS2.K8	Recognize that you should accept responsibility for your behavior.
PS2.K9	Recognize that you should have knowledge about, respect for, be open to, and appreciate all kinds of human diversity.
PS2.K10	Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement.
PS2.K11	Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment.
GOAL PS3	Integrate personal growth and change into your career development.

PS3.K1	Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.
PS3.K2	Identify good health habits (e.g., good nutrition and constructive ways to manage stress).
PS3.K3	Recognize that your motivations and aspirations are likely to change with time and circumstances.
PS3.K4	Recognize that external events often cause life changes.
PS3.K5	Identify situations (e.g., problems at school or work) in which you might need assistance from people or other resources.
PS3.K6	Recognize the importance of adaptability and flexibility when initiating or responding to change.
GOAL PS4	Balance personal, leisure, community, learner, family, and work roles.
PS4.K1	Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).
PS4.K2	Recognize that you must balance life roles and that there are many ways to do it.
PS4.K3	Describe the concept of lifestyle.
PS4.K4	Recognize that your life roles and your lifestyle are connected.

EDUCATIONAL ACHIEVEMENT AND LIFELONG LEARNING DOMAIN	
GOAL ED1	Attain educational achievement and performance levels needed to reach your personal and career goals.
ED1.K1	Recognize the importance of educational achievement and performance to the attainment of personal and career goals.
ED1.K2	Identify strategies for improving educational achievement and performance.
ED1.K3	Describe study skills and learning habits that promote educational achievement and performance.
ED1.K4	Identify your learning style.
ED1.K5	Describe the importance of having a plan to improve educational achievement and performance.
ED1.K6	Describe how personal attitudes and behaviors can impact educational achievement and performance.
ED1.K7	Recognize that your educational achievement and performance can lead to many workplace options.
ED1.K8	Recognize that the ability to acquire and use information contributes to educational achievement and performance.
GOAL ED2	Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy.
ED2.K1	Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.
ED2.K2	Recognize that viewing yourself as a learner affects your identity.
ED2.K3	Recognize the importance of being an independent learner and taking responsibility for your learning.
ED2.K4	Describe the requirements for transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
ED2.K5	Identify types of ongoing learning experiences available to you (e.g., two- and four-year colleges, technical schools, apprenticeships, the military on-line courses, and on-the-job training).
ED2.K6	Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).
ED2.K7	Describe informal learning experiences that contribute to lifelong learning.

CAREER MANAGEMENT DOMAIN	
GOAL CM1	Create and manage a career plan that meets your career goals.
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).
CM1.K4	Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).
CM1.K5	Recognize that changes in you and the world of work can affect your career plans.
GOAL CM2	Use a process of decision-making as one component of career development.
CM2.K1	Describe your decision- making style (e.g., risk taker, cautious).
CM2.K2	Identify the steps in one model of decision-making.
CM2.K3	Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making.
CM2.K4	Identify alternative options and potential consequences for a specific decision.
CM2.K5	Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.
CM2.K6	Describe how education, work, and family experiences might impact your decisions.
CM2.K7	Describe how biases and stereotypes can limit decisions.
CM2.K8	Recognize that chance can play a role in decision-making.
CM2.K9	Recognize that decision-making often involves compromise.
GOAL CM3	Use accurate, current, and unbiased career information during career planning and management.
CM3.K1	Describe the importance of career information to your career planning.
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.
CM3.K5	Identify occupations that you might consider without regard to your gender, race, culture, or ability.
CM3.K6	Identify the advantages and disadvantages of being employed in a non-traditional occupation.

GOAL CM4	Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.
CM4.K1	Describe academic, occupational, and general employability skills.
CM4.K2	Identify job seeking skills such as the ability to: write a resume and cover letter, complete a job application, interview for a job, and find and pursue employment leads.
CM4.K3	Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking, problem solving, resource, information, and technology management, interpersonal skills, honesty, and dependability) are important to success in school and employment.
CM4.K4	Recognize that many skills are transferable from one occupation to another.
CM4.K5	Recognize that your geographic mobility impacts on your employability.
CM4.K6	Identify the advantages and challenges of self-employment.
CM4.K7	Identify ways to be proactive in marketing yourself for a job.
GOAL CM5	Integrate changing employment trends, societal needs, and economic conditions into your career plans.
CM5.K1	Identify societal needs that affect your career plans.
CM5.K2	Identify economic conditions that affect your career plans.
CM5.K3	Identify employment trends that affect your career plans.

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