

PROGRAM CONCENTRATION: Coordinated Career Academic
Education/Project Success
COURSE TITLE: Career Essentials CCAE/PS I

Course Description: Coordinated Career Academic Education (CCAЕ) and Project Success (PS) are support services designed for students from special populations as identified in the federal Carl D. Perkins legislation. Through participation in a CCAЕ and/or PS program, students learn about the world of work. These support services provide opportunities for students to sharpen their academic and employability skills. Students develop confidence, maturity, and self-esteem through meeting academic challenges, completing projects, and participating in a Career and Technical Student Organization (CTSO).

Students who receive CCAЕ support services participate in the various CTSOs. Students are also encouraged to participate in the career and technical student organization most closely aligned with their career pathway. Membership in the CTSO helps students become well rounded and enables them to recognize and develop their leadership abilities. By participating in school and community projects and CTSO competitive events, members learn to plan, organize, and implement—qualities essential in leadership.

CCAЕ Level I includes the basic services offered by CCAЕ/PS: safety, academic achievement, career technical student organizations, self assessment, career pathways, career readiness, and employment performance.

ORIENTATION

Students will explain the purpose and organization of CCAЕ support services. Students will describe school rules and policies.

Definition of Services

CCAЕ-CCAЕ I-1. Students will identify major purposes and components of CCAЕ services.

- a. Prioritize the purposes of the program for personal achievement.
- b. Review rules of CCAЕ/Project Success.

Academic Standards:

ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Sample Student Tasks:

- Answer questions on unit contents using school handbook.
- View CCAE/PS on the DOE website.
- Complete a scavenger hunt on DOE website.
- Write a journal entry (e.g., explain how program will benefit students).

Policies and Procedures

CCAE-CCAE I-2. Students will demonstrate appropriate procedures to follow in the school and will understand expectations of school rules and policies.

- a. Describe school policy on absences, tardies, and make-up work.
- b. List class rules and explain them.
- c. State the importance of following rules and policies.
- d. Give examples of consequences of ignoring school rules.

Academic Standards:

ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas.

ELA9RL1 The student demonstrates comprehension by identifying evidence (e.g., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9W1 The student produces writing that establishes an appropriate organizational

structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W3 The student uses research and technology to support writing.

Sample Student Tasks:

- In groups, read and discuss school policies on absences, tardiness and make-up work.
- Devise lists of topics for panel discussions.
- Participate in panel discussion on the importance of following and ignoring school rules.
- View school's and system's website (e.g., complete scavenger hunt concerning school policies).
- Write a persuasive letter concerning school policies.

SAFETY AND WELLNESS

Students will describe causes of accidents on the job, how the costs of accidents can affect an employer and the economy, and identify safety procedures workers can follow to avoid and prevent accidents. Students will understand the importance of a healthy lifestyle.

CCAE-CCAE I –3. Students will understand the importance of safety while on the job, and/or in the career, technical, and agricultural laboratory.

- a. Demonstrate the proper procedures to follow in case of personal injury on the job and /or in the career, technical, and agricultural laboratory.
- b. Demonstrate the proper procedures to follow in the use of electrical equipment on the job and/or in the career, technical, and agricultural laboratory.
- c. Explain the importance and necessity of good safety practices.

CCAE-CCAE I –4. Students will explain the relationship between good health and career success.

- a. Describe how a nutritious diet and good sleep habits contribute to healthier living.
- b. Identify the causes of stress and ways to manage stress.

Academic Standards:

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Sample Student Tasks:

- Complete questionnaire on proper procedure to follow in each areas of safety.

- Make posters on proper procedure and good health.
- View video on safety and/or good health.
- Demonstrate proper procedures to follow in case of personal injury and/or fire, and in the use of electrical equipment.
- Make a computer-generated brochure or PowerPoint Presentation on safety procedures and/or good health.
- Invite guest speakers that relate to health or safety profession.
- Visit culinary arts department and/or school cafeteria.

ACADEMIC ACHIEVEMENT

Students will assess their academic reading, math, and language levels using a standardized-based test. Students will improve their reading, math, and language levels using a variety of skills improvement methods. Students will explore and develop study, test, and note-taking skills to assist them in improving their academic skills and abilities.

State Standards

CCAE–CCAE I-5. Students will master state academic standards.

- a. Complete required pre-assessment tests in reading, math, and English/language arts.
- b. Practice the necessary skills to achieve significant gains in post-assessment tests in reading, math, and English/language arts.

Academic Standards:

ELA 9C1 The student demonstrates understanding and control of the rules of the English language realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA 9RC1 The student reads a minimum of 25 grade-level books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA 9RC4 The student establishes a context for information acquired by reading across subject areas.

ELA 9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

MM1P1 Students will solve problems (using appropriate technology).

MM1P3 Students will communicate mathematically.

MM1P4 Students will make connections among mathematical ideas and to other disciplines.

Sample Student Tasks:

- Complete EOCT and GHGST practice activities using the latest technology.
- Practice sustained silent reading.
- Complete persuasive writing assignment.
- Complete daily oral language practice exercises (grammar practice).

Study Skills

CCAE–CCAE I -6. Students will use various methods and tools to improve studying, test-taking, listening and note-taking skills, organizational structures, and time management skills.

- a. Compare and contrast good and poor study habits.
- b. Demonstrate the use of study aids (flash cards, divided page, cover card, audio tape, post a list).
- c. Identify ways to improve memory.
- d. Identify effective test-taking skills.
- e. Discuss techniques for studying various subjects.
- f. Identify materials needed for studying at home and at school.
- g. Increase active listening skills.
- h. Identify the basic steps to taking good notes.
- i. Demonstrate note taking from lectures and visual aids.
- j. Distinguish the main idea and important details in an article.
- k. Demonstrate note taking techniques (outlining, summarizing, diagramming, timeline).
- l. Learn how to paraphrase, summarize and quote.
- m. Learn how to site sources.

Academic Standards:

ELA 9C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA 9W1 The student produces writing that establishes an appropriate organization structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

Sample Student Tasks:

- **Research articles related to modern technology and time management.**
- Maintain a record of test-taking preparation activities.
- Identify at least three techniques for improving memory.
- Research methods of note taking.
- Listen to a lecture and take notes.
- Take notes from newscast.
- Use a print media to identify the main idea and supporting details.
- Prepare a formal outline as a way to improve note taking skills.
- Create a visual aid on how to study effectively.
- Maintain a weekly agenda of school activities using a commercial, student, or teacher created agendas.

Organizational and Time Management Techniques

CCAE–CCAE I-7. Students will understand a variety of organizational structures and functions and develop techniques to use time effectively.

- a. Define organizational and planning skills.
- b. Complete a self-test on organization.
- c. Design a daily “to do” list to rank priority tasks.
- d. List five suggestions for making the best use of time.
- e. Complete a daily assignment log.
- f. Examine how individual time is utilized by keeping a daily time log for seven days.

Academic Standards:

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA 9RC4 The student establishes a context for information acquired by reading across subject areas.

ELA9RL2 The student identifies, analyzes, and applies knowledge of themes in literary works from various genres and provides evidence from the works to support understanding.

ELARL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA 9W1 The student produces writing that establishes an appropriate organization structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W3 The student uses research and technology to support writing.

Sample Student Tasks:

- Review management steps and show how they can be applied to the use of time.
- Prepare a daily time plan.
- Examine weekly planners that are available commercially.
- Dramatize how time is wasted by being disorganized.
- Make a study schedule to help improve use of study time.

SELF-ASSESSMENT

Students will participate in several self-assessments to understand themselves and the relationships between self-concept, aptitude, learning style, and personality.

Self Portrait

CCAE-CCAE I–8. Students will form a realistic self-portrait, using it to determine short- term and long-term goals for improvement.

- a. Identify your values, interests, aptitudes, personal preferences, and abilities and describe how they affect your career choices.
- b. Identify and match personality and learning styles to career choices.
- c. Identify areas of self-portrait which need improvement.
- d. Identify short-term and long-term goals which will help to improve areas of need.

Academic Standards:

ELA99L2 The student identifies, analyzes, and applies knowledge of themes in literary works from various genres and provides evidence from the works to support understanding.

ELA9RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

Sample Student Tasks:

- Design a realistic self-portrait, discussing specific strengths and weaknesses in the areas of physical, emotional, behavioral, and cognitive growth areas.
- Determine areas of perceived need in the self-portrait.
- Identify short-term and long-term goals which will help improve areas of need.
- Determine ways to capitalize on areas of personal strength.
- Create evaluation sheets to log goals.
- Complete personality and interest inventories.

Behavior and Personality

CCAE-CCAE I-9. Students will explore how individual behavior, dress, and choices affect one's image.

- a. Discover the relationship between behavior and self-image.
- b. Identify positive and negative behaviors and their affect on self image.
- c. Modify personal short-term and long-term goals for self behavior modifications.
- d. Create a self-improvement plan.

Academic Standards:

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA9RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose, short story, novel, essay, editorial, biography, and drama) and using this evidence as the basis for interpretation.

SSCG21 The student will demonstrate knowledge of criminal activity.

Sample Student Tasks:

- Brainstorm and list factors that contribute to positive and negative self-image.
- Identify behavioral activities that emphasize self-image.
- Read materials on self-image and self-concept.
- Create a diagram, chart, or picture that shows the relationship between self-image and success or failure.
- Discuss how being prepared for the real world can enhance self-image.
- View media clips of positive and negative behavior.
- View media clips of dressing for success.

Learning Style

CCAE-CCAE I-10. Students will identify their learning style(s) using data from various instruments.

- a. Complete a learning style assessment.
- b. Discuss data obtained from the learning style assessment.
- c. Develop techniques based on the learning styles assessment results.

Academic Standards:

ELA9C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Sample Student Tasks:

- Discuss results of the learning styles assessment.
- List the teaching styles of individual teachers.
- Create appropriate strategies for learning in each teacher's class using the identified learning style.
- Explain how being aware of individual learning styles can assist students with study habits.
- Create a training manual for new teachers or a local business utilizing learning styles.

CAREER PATHWAYS

Students will develop an educational and a career plan.

Career Exploration

CCAE-CCAE I-11. Students will explore educational and occupational requirements of possible careers.

- a. Complete a career interest inventory.
- b. Use the results of inventory to explore possible careers.
- c. Narrow the list of possible careers.
- d. Complete a career information program (e.g., *GCIS*, *GACollege 411*, *WorkKeys*, *The Road Less Traveled*, *Career Cruising*).

Academic Standards:

ELA9W3 The student uses research and technology to support writing.

ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

Sample Student Tasks:

- Listen to guest speakers.
- Participate in a career day.
- Conduct career interviews.
- Research possible careers using available research tools.

CCAE-CCAE I-12. Students will identify a chosen career path based on assessment data.

- a. Compile and review assessment data.
- b. Match high school courses with assessment results.
- c. Design a school program of study.
- d. Compile and review career assessment data.
- e. Compare the different types of career pathways.
- f. List and discuss realistic career pathways based on assessment.
- g. Develop a career pathway associated with career.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9W3 The student uses research and technology to support writing.

ELA9RC3 The student acquires new vocabulary in each content area and uses it

correctly.

ELA9RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10RL2 The student uses research and technology to support writing.

ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

Sample Student Tasks:

- Fill in schedule for remaining high school career.
- Utilize high school counselors to assist in career planning.
- Use appropriate research tools to create career manual.

Other School to Career Pathways

CCAE-CCAE I–13. Students will investigate career opportunities and post secondary-options such as job shadowing, internship, education and career partnership, youth apprenticeship, cooperative program, postsecondary institutions, and mentoring for career possibilities.

- a. Investigate job shadowing.
- b. Explore post-secondary institutions and entry requirements.
- c. Explore military opportunities.
- d. Create group or individual projects related to career area Visit job sites in career area.
- e. Interview resource speakers.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9W3 The student uses research and technology to support writing.

Sample Student Tasks:

- Prepare a list of questions for guest speakers.
- Listen to guest speakers.
- Visit business and industries.
- Visit job sites in career areas.
- Participate in job shadowing.

CAREER TECHNICAL STUDENT ORGANIZATIONS

Students will participate in the different CTSOs that are available to them. Students will then apply the learned leadership traits and skills necessary to succeed at work, at school, and in the community.

Work-Related Behaviors

CCAE-CCAE I-14. Students will develop leadership and teamwork skills through participation in CTSOs.

- Describe the characteristics and skills of a good leader.
- Explain parliamentary procedures using Robert's Rules of Order.
- Identify CTSOs available in students' school.
- Identify and explore CTSOs.
- Identify and understand the duties and responsibilities of officers/leadership positions in the various CTSOs.
- Identify and explore leaderships/management styles.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

Sample Student Tasks:

- Identify and summarize the characteristics of a famous person who is considered a great leader.
- Interview local community leaders that are considered to have good leadership traits.
- Summarize and present interview findings on local community leaders.
- Identify and discuss leadership traits this person possesses.
- Report orally on interviews with local community leaders.
- Report orally on key rules in *Robert's Rules of Order*.
- Role-play procedures for handling various kinds of motions.
- Demonstrate taps used in parliamentary procedures.
- Role-play conducting a mock CTSO meeting according to *Robert's Rules of Order*.
- Compare and contrast the leadership positions within the CTSOs.
- Interview a CTSO state and/or chapter officer.

Work-Related Behaviors

CCAE-CCAE I-15. Students will demonstrate leadership traits and communication skills in school and community projects, and work situations.

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- Development and Opening and Closing Ceremony GCSA Competitive Events.
- Identify characteristics of an effective public speaker.
- Relate the importance of public speaking in leadership roles.
- Prepare and deliver an oral presentation.
- Interpret and use constructive feedback given on the oral presentation.
- Prepare students to compete in the various CTSO competitive events that exhibit leadership and oral presentation skills.
- Prepare and present an oral presentation.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student and group verbal interactions.

ELA9RL2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RL3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus

throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

Sample Student Tasks:

- List and discuss leadership traits and skills.
- Interview employers and summarize information on which leadership traits and skills employers consider useful in the work place
- Discuss ways to apply leadership traits and skills in work situations.
- Role-play leadership traits.
- Formulate, outline, and implement ideas for school and community projects.
- Explore volunteer opportunities and the reward of helping others.
- Determine effective oratory techniques.
- List qualities and traits of an effective presenter.
- Understand value of constructive feedback.

CAREER READINESS

Students will identify methods of preparing for interviews, including researching and rehearsing, recognizing how to dress for success, and applying procedures for following up on an interview, including self-evaluation. Students will describe typical ways that employers pay workers and explain and understand benefits and pay that employers offer workers.

Finding a Job, Job Applications, Interview and Resume

CCAE-CCAE I-16. Students will research formal and informal job/career sources and demonstrate different techniques of the interviewing process.

- a. Complete a sample job application form.
- b. Demonstrate job interview skills.
- c. Demonstrate proper dress and grooming for a job interview.
- d. Develop a journal
- e. Write a letter of application or job inquiry.
- f. Write an interview /inquiry follow up letter.
- g. Make an interview/inquiry follow up call.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student

composes essays, narratives, poems, or technical documents.

ELA9W3 The student uses research and technology to support writing.

ELA9W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing.

Sample Student Tasks:

- Complete a personal data book (Dept. of Labor).
- Complete a job application electronically and manually.
- Practice interviews with another student or personnel manager from local industry.
- Engage in networking activity.

Paycheck and Deductions

CCAE-CCAE I-17. Students will analyze and explain paychecks as well as withholdings.

- a. Explain payroll deductions; determine gross and net wages.
- b. Identify tax withholdings.
- c. Identify employer required contributions.
- d. Identify employee elected deductions and benefits.

Academic Standards:

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SSEPF6 The student will describe how the earnings of workers are determined in the workplace.

Sample Student Tasks:

- Read material on payroll deductions, taxes, and wages.
- Discuss the three of payments made to employees.
- Practice math skills related to payroll deductions and taxes.
- Guest speakers.

EMPLOYMENT PERFORMANCE

Students will learn what to expect on a new job, what an employer expects regarding job performance and work habits/attitudes, and what an employee's rights are on the job.

Work-Related Skills

CCAE-CCAE I-18. Students will explore what is expected in beginning a new job and learn facts and information that will help them develop positive work ethics.

- a. Summarize expectations of what is expected of a new employee.
- b. Explain how companies are organized and what its written and unwritten rules and policies are.
- c. Identify ways to work effectively with a supervisor.
- d. List and describe employer expectations for employees regarding job performance, work habits, and attitudes.
- e. Explain the purpose of performance evaluation on the job.

Academic Standards:

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

SSEPF6 The student will describe how the earnings of workers are determined in the workplace.

Sample Student Tasks:

- Define initiative, cooperation, and teamwork in the workplace.
- Discuss the advantages of good customer service.
- List strategies to communicate concerns to the employer.
- List strategies to handle conflict with other employees.
- Role-play situations that may cause negative customer interactions.
- List strategies to avoid negative customer interactions.

- Describe personal experiences with good and poor customer service.
- Examine scenarios in which employees display unethical and ethical behavior.
- List consequences to employee and employer relationship when a worker is late or absent.
- GCSA Contests: Creative Problem Solving, Job Interview, Leadership Development

Responsible Work Behavior

CCAE-CCAE I-19. Students will describe drug awareness for the workplace, drug testing for employment, and employee and employer rights.

- Explain the following terms: narcotics, alcoholics, passive smoking, addiction, depressants, and over-the-counter (OTC) drugs.
- Discuss the effects of marijuana, cocaine, inhalants, and steroids to the body.
- List the common drugs found in the workplace.
- Locate local substance abuse treatment facilities and the services provided.
- Discuss ways random drug testing is implemented on-the-job.
- Relate legal penalties for drug possession and use.

Academic Standards:

ELA9RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA9W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

ELA9W2 The student demonstrates competence in a variety of genres.

ELA9W3 The student uses research and technology to support writing.

SSEPF6 The student will describe how the earnings of workers are determined in the workplace.

Sample Student Tasks:

- Define terms that relate to drug abuse.
- Write a research report about one of the common drugs found in the workplace.
- Role play attitudes held about drug abuse.

One Stop Shop For Teachers

- Discuss substance abuse treatments available for people experiencing drug abuse and addiction.
- Interview local employers that use random drug testing.
- Explain penalties for drug possession and use.
- Explain the Food and Drug Administration's purpose.
- Discuss ways random drug testing may be implemented on-the-job.

CCAE Standard Equipment List

Item No.	Description	Qty.
1	Cabinet, file, four drawer (with lock and key)	2
2	Cabinet, storage (with lock and key)	2
3	Screen, wall mounted (30' x 60)	1
4	LCD Projector	1
5	Desks (room/office)	2
6	Phone (office)	1
7	Teacher Computer/Laptop	1
8	Laser Color Printer	1
9	Photo Quality Printer	1
10	TV with DVD/VCR	1
11	Scanner	1
12	Digital Camera	1
13	Bulletin Board, large wall mounted	1
14	Electronic or solar calculator	1
15	Magazine Rack	1
16	Book Cases	2
17	3 hole puncher	1
18	Lectern	1
19	Student Desks	25
20	Mobile cart with electrical outlets	1
21	Video camera with editing capability	1
22	Copier	1
23	Paper Cutter	1
24	Industrial stapler	1
25	Active Board	1
26	Student Computers	15

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:

Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

- Discuss messages and themes from books in all subject areas.
- Respond to a variety of texts in multiple modes of discourse.
- Relate messages and themes from one subject area to messages and themes in another area.
- Evaluate the merit of texts in every subject discipline.
- Examine author's purpose in writing.
- Recognize the features of disciplinary texts.

Building Vocabulary Knowledge

- Demonstrate an understanding of contextual vocabulary in various subjects.
- Use content vocabulary in writing and speaking.
- Explore understanding of new words found in subject area texts.

Establishing Context

- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 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-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

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