

Academic Standards:

ELA10C1 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.

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

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Sample Student Tasks:

- Answer questions about the CTAE department.
- Determine similarities between the various CTSOs using scavenger hunt activity.
- Participate in CTSO activities.
- View CTSO websites.

Policies and Procedures

CCAE-CCAE II-2. Students will review school rules, policies, procedures, and expectations.

- a. Review absence and tardy policies
- b. List and discuss school, classroom rules and expectations.
- c. Cite the consequences for violating school rules.

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ELA10RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

ELA10RL1 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.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

REVIEW OF SAFETY AND WELLNESS

CCAE-CCAE II-3. Students will understand and investigate the importance of safety and a healthy lifestyle on the job and/or in the career, technical, and agricultural laboratory.

- a. Explain the importance and necessity of good safety/health practices.
- b. Explain the major causes of job-related accidents.
- c. Describe the procedures for reducing-on-the-job health and safety hazards.
- d. Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career, technical, and agricultural laboratory.
- e. Demonstrate the proper procedure to follow in the case of fire on-the-job and/or in the career, technical, and agricultural laboratory.
- f. Investigate the different protection agencies that support safety.
- g. Learn safety symbols.
- h. Study the Occupational Health and Safety Act (OSHA) regulations.

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Sample Student Tasks:

- Complete questionnaire on proper procedures to follow in each area of safety.
- Using the computer, make signs or brochures on safety procedures that can be used in the lab.
- Prepare a PowerPoint on proper safety procedures and present to the class.
- View safety videos or DVDs.
- After teacher demonstration of proper procedures, select a partner and practice procedure to follow in case of personal injury and/or fire, and in the use of electrical and mechanical equipment.
- Complete safety test with 80% accuracy.
- Do written report on OSHA.

GOAL SETTING

Students will analyze the decision making process by comparing their previous career plan with a revised and updated plan. Students will explain how identifying their personal priorities, goal and standards, ethics, and resources can help them understand themselves better.

Career Decisions

CCAE-CCAE II-4. Students will revisit and/or modify career plan.

- a. Review the terms aptitude, ability, interest, values, perceptions, and learning styles.
- b. Identify changes in academic assessment from previous year.
- c. Compare career pathway with last year's career pathway.
- d. Identify career pathway.
- e. List criteria for graduation in each career pathway.
- f. Identify short-term and long-term goals necessary for graduation.

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Sample Student Tasks:

- Review definitions of key terms: aptitudes, abilities, interest, values, perceptions, and learning styles.
- Write a summary that identifies personal areas of change.
- Revise evaluations to meet current student goals.
- Interview a job mentor to determine specific roles and responsibilities in a selected career area.
- Role-play appropriate behaviors necessary for each career choice.
- Evaluate information in career portfolio.
- Develop and update program of study to proceed successfully toward graduation.
- Revise program of study per grading period.

EMPLOYEE CHARACTERISTICS AND RESPONSIBILITIES

Students will understand why ethics in the workplace are important. They will explain the value of enthusiasm at work. Students will give examples of how to professionally handle workplace pressure and gossip.

Work-Related Behaviors

CCAE-CCAE II-5. Students will understand the importance of roles and responsibilities as employees.

- a. Review roles and responsibilities of employees in selected career fields.
- b. Identify criteria for specific employment in chosen areas.
- c. Describe how to accept criticism at work.

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

ELA10W2 The student demonstrates competence in a variety of genres.

Sample Student Tasks:

- Identify specific roles and responsibilities of employees in selected fields.
- Participate in a question and answer session with a guest speaker; interview mentor to determine specific roles and responsibilities in selected career areas.
- Brainstorm appropriate behaviors in a career setting.
- Role-play identified behaviors in specific job settings.
- Critique roles and responsibilities during off campus field experience.

INTERPERSONAL SKILLS

Students will learn about the importance of fulfilling their personal, home, and school responsibilities. Students will also be given the opportunity to learn how to strategically plan so that they will be able to meet their obligations in their personal, home, and school life.

Personal Responsibilities

CCAE-CCAE II-6. Students will develop strategies for meeting and/or completing responsibilities.

- a. Define responsibility.
- b. Identify characteristics of responsible individuals.
- c. Determine age appropriate responsibilities.
- d. Identify age appropriate responsibilities for teenagers.
- e. Summarize the pros and cons of being personally responsible.
- f. List personal, economic, and legal consequences of irresponsible behavior.
- g. Summarize strategies for meeting and completing school, work, and personal responsibilities.

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ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10W1 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.

ELA10W3 The student uses research and technology to support writing.

Sample Student Tasks:

- List ways people are personally responsible.
- Identify age appropriate responsibilities for teenagers.
- Role-play situations where individuals assume responsibility.
- Describe the consequences of not meeting obligations.
- Write an essay on personal responsibility.

Personal Responsibilities

CCAE-CCAE II-7. Students will demonstrate the benefits of meeting and/or not fulfilling obligations.

- a. List family activities and responsibilities.
- b. Compare the benefits and consequences of meeting and/or not meeting obligations.
- c. Develop coping strategies for not fulfilling responsibilities.

- d. Demonstrate acceptance of responsibility for personal behavior by means of verbal and social behavior.

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ELA10W3 The student uses research and technology to support writing.

Sample Student Tasks:

- List family activities and responsibilities.
- Discuss home situations where family members fail to meet their obligations.
- Research conflict resolution strategies.

Student Expectations

CCAE-CCAE II-8. Students will demonstrate an understanding of the different school policies and procedures.

- a. Review the local school policy and procedure handbook.
- b. Debate school policies in relation to respect for others.
- c. Summarize the effects of compliance and noncompliance with school regulations on individual student.
- d. Research the reasons why school is important for success.
- e. Demonstrate positive methods of maintaining personal responsibility in situations where accepting personal responsibility is difficult.

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Sample Student Tasks:

- Read and discuss the local school policy and procedure handbook.
- Explain reasons why various policies and procedures (especially discipline and dress codes) were created.
- Lead discussion with students on importance of following school rules.
- Watch dropout prevention video.

- Prepare a PowerPoint presentation that includes the following topics: the importance of school, consequences of positive and negative aspects of following school procedures, and positive ways to deal with challenges made when one assumes responsibility.
- Create a website that reflects the student's opinion of why school is important.

TRANSITION

Students will explore different postsecondary options that are best suited for their individual career plans.

Postsecondary Options

CCAE-CCAE II-9. Students will determine the CTAE program for transition.

- a. Review personal program progress.
- b. Evaluate completion of goals.
- c. Prepare a career portfolio.
- d. List postsecondary options related to student's career choice.

Academic Standards:

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.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10W3 The student uses research and technology to support writing.

ELA10W4 The student practices both timed and process writing and when applicable, uses the writing process to develop, revise, and evaluate writing.

Sample Student Tasks:

- Research selected career using on-line occupational resources (e.g., Occu-File, GCIS, gacollege411.org, and bls.gov/oco).
- Compile research materials to prepare a final career portfolio.
- Write letters and/or communicate otherwise with prospective employers.
- Apply for admission to appropriate program.
- Visit postsecondary institutions.

WORK ETHICS

Students will develop positive work ethics by participating in a job shadowing experience.

Workplace Readiness

CCAE-CCAE II-10. Students will demonstrate positive work ethics through job shadowing of mentors.

- a. List employers/employees expectations.
- b. Discuss and summarize ways to develop positive work relationships with co-workers.
- c. Demonstrate appropriate work-related behavior through job shadowing experiences.

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ELA10W3 The student uses research and technology to support writing.

Sample Student Tasks:

- List words that describe employer/employee expectations.
- Evaluate written and non-written work agreements.

- Summarize and write the benefits of positive working relationships.
- Identify the process of job shadowing.
- Select a job mentor.
- Participate in a job shadowing experience.
- Complete an interview with the assigned job mentor.

BUSINESS AND CONSUMER MANAGEMENT

Students will demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial or consumer performance, while using problem solving and improvement methods and tools to define and solve problems.

Banking and Savings

CCAE-CCAE II-11. Students will manage bank accounts, distinguish various methods of savings, and determine the plan that best meets their individual needs.

- a. Review the process of opening a personal bank account.
- b. Complete bank reconciliation statements.
- c. Discuss methods and advantages of saving.
- d. Prioritize short-term and long-term financial goals.
- e. Compare rates of return on investment alternatives.
- f. Create a long-term savings plan.

Academic Standards:

ELA10W2 The student demonstrates competence in a variety of genres.

MC2P3 Students will communicate mathematically.

MC2P4 Students will make connections among mathematical ideas and to other disciplines.

MC2P5 Students will represent mathematics in multiple ways.

SSEM14 The student will explain the organization and role of business and analyze four types of market structures in the U.S. economy.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

SSEPF2 The student will explain that banks and other financial institutions are businesses that channel funds from savers to investors.

SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.

Sample Student Tasks:

- List the procedures needed to open a checking account.
- Meet with the banking official responsible for new accounts to complete the procedure for opening a checking account.
- Write checks and complete deposit slips traditionally and online.
- Reconcile a bank statement.
- Identify methods of saving.
- Brainstorm the techniques needed to achieve financial goals.
- Develop a plan for meeting short-term and long-term financial goals.

Credit

CCAE-CCAE II-12. Students will determine how credit affects their daily lives.

- a. Describe and evaluate types of credit.
- b. Compare interest rates.
- c. Generalize how interest rates affect the total purchase price.
- d. Differentiate between cash and credit purchases.
- e. Weigh benefits of buying from savings or buying with credit.
- f. Distinguish between emergency and non-emergency use of credit.

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MC2P5 Students will represent mathematics in multiple ways.

SSEPF4 The student will evaluate the costs and benefits of using credit.

SSEM13 The student will explain how markets, prices, and competition influence economic behavior.

Sample Student Tasks:

- List various types of credit.
- Interview a bank representative.
- Determine the cost of a purchase with credit.

- Write a summary explaining how credit affects their daily lives.

Budget

CCAE-CCAE II-13. Students will create a realistic budget for their individual needs.

- a. Discuss ways of obtaining money.
- b. Create a realistic budget suited to individual needs.
- c. Interpret discretionary funds and budget shortfalls.
- d. Provide rationale for having emergency funds.

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MC2P3 Students will communicate mathematically.

MC2P4 Students will make connections among mathematical ideas and to other disciplines.

MC2P5 Students will represent mathematics in multiple ways.

SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and trade-offs for individuals, businesses, and governments.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

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

Sample Student Tasks:

- Use a checklist to devise a monthly budget.
- Identify budget problems that may arise and provide solutions.

- Apply discretionary funds to emergency situations.

Buying a Car

CCAE-CCAE II-14. Students will design a plan to obtain transportation.

- a. Estimate means and cost of various transportation modes.
- b. Compare the prices of various vehicles.
- c. Diagram the steps necessary to purchase a vehicle.
- d. Compute the cost of vehicle maintenance.
- e. Design a plan to obtain transportation.
- f. Interpret the laws related to driving and owning a vehicle.

Academic Standards

ELA10RC4 The student establishes a context for information acquired by reading across subject areas.

MC2P1 Students will solve problems (using appropriate technology).

MC2P2 Students will reason and evaluate mathematical arguments.

MC2P3 Students will communicate mathematically.

MC2P4 Students will make connections among mathematical ideas and to other disciplines.

MC2P5 Students will represent mathematics in multiple ways.

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 different opinions.

Sample Student Tasks:

- Price vehicles at various dealerships.
- Develop a plan to obtain adequate transportation.
- Review laws related to driving and owning a vehicle.
- Compare purchasing a vehicle with using public transportation.
- Discuss transportation means and cost relative to employment trends.
- Compare new vehicle prices to older models.
- Write a plan for purchasing a new or used vehicle for individual needs.

Purchasing Insurance

CCAE-CCAE II-15. Students will examine various occurrences and identify the best insurance type to match the occurrences.

- a. List possible occurrences that could benefit from insurance.
- b. Compare types of insurance.
- c. Select an insurance company and plan.
- d. Interpret outcomes of not having insurance.
- e. Project how insurance premiums affect personal budgets.

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ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

MC2P1 Students will solve problems (using appropriate technology).

MC2P4 Students will make connections among mathematical ideas and to other disciplines.

SSEIN3 The student will explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

Sample Student Tasks:

- List the various types of insurance.
- Develop a checklist analyzing insurance purchases.
- Give a presentation on purchase of insurance.

Renting or Owning

CCAE-CCAE II-16. Students will determine the advantages and disadvantages of renting or owning housing.

- a. Contrast the cost of renting versus owning housing.
- b. Compare and contrast the advantages/disadvantages of renting and purchasing a house.
- c. Describe how rent and mortgage payments affect personal budgets.

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

MC2P1 Students will solve problems (using appropriate technology).

MC2P3 Students will communicate mathematically.

MC2P5 Students will represent mathematics in multiple ways.

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

SSEM11 The student will describe how households, businesses, and governments are interdependent and interact through flow of goods, services, and money.

SSEM13 The student will explain how markets, prices, and competition influence economic behavior.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

SSEPF4 The student will evaluate the costs and benefits of using credit.

Sample Student Tasks:

- List reasons one would purchase or rent a home.
- Analyze which purchase would best meet individual needs.

Taxes

CCAE-CCAE II-17. Students will complete federal and state tax forms.

- a. Define taxes.
- b. Discuss the different types of taxes.
- c. Discuss the purpose of a W-4 form.
- d. Identify the information listed on a W-2 form.
- e. Discuss the purposes of a federal and state tax form.
- f. Utilize federal forms to determine personal tax withholding.
- g. Analyze a wage and tax statement for state and federal taxes.
- h. Determine the appropriate form to complete for filing personal income taxes.
- i. Complete and file the correct form for personal income taxes.

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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 different opinions.

SSEM11 The student will describe how households, businesses, and governments are interdependent and interact through flow of goods, services, and money.

Sample Student Tasks:

- Interview a tax representative and discuss the purposes of taxes.
- Practice completing various tax forms.

Childcare Costs

CCAE-CCAE II-18. Students will evaluate local childcare options and determine the most suitable childcare facility.

- a. Identify and list childcare facilities in the local area.
- b. Compare the local childcare facilities in relation to cost, hours, and other program benefits.
- c. Develop a checklist of a child's needs based on a case study.
- d. Use a checklist to identify facilities suitable to individual childcare needs.

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MC2P4 Students will make connections among mathematical ideas and to other disciplines.

MC2P5 Students will represent mathematics in multiple ways.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

Sample Student Tasks:

- Interview representatives from various childcare facilities.
- Visit local childcare facilities and make observations of the day-to-day activities.
- Volunteer in one of the local daycare facilities.

ADVANCEMENTS IN EMPLOYMENT

Students will explore qualities, actions, and behaviors that will help them achieve promotions and pay raises.

Desirable Employee Qualities

CCAE-CCAE II-19. Students will describe actions and behaviors that lead to job promotions and pay raises.

- a. Identify ways to prepare for the future.
- b. Demonstrate proper dress and grooming for career advancement.
- c. Distinguish job traits necessary for job promotions.
- d. Relate skills and accomplishments that lead to job promotions.
- e. Locate community resources that can help improve job performance.

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Sample Student Tasks:

- Select appropriate clothing for a variety of job settings.
- Role-play dressing for success.

- Participate in a group presentation on traits necessary for success 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.