

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

Course Description: Coordinated Career Academic Education (CCAЕ) and/or 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 and the employability skills they need to be successful workers. 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 Career and Technical Student Organizations (CTSOs).

Students who receive these support services participate in various CTSOs. Students are encouraged to participate in the CTSO most closely aligned with their program of study. Membership in CTSOs 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 III includes the basic services offered by CCAЕ/PS: safety; requirements for work-based learning; reports of observation and research; employee work habits; workplace-related skills in reading and writing; workplace-related skills in speaking, listening, and following directions; basic workplace skills; working relationships and ethical choices; working as part of a team; becoming an invaluable employee; adapting to change in the workforce; and, balancing work and personal life.

REVIEW OF ORIENTATION AND SAFETY

Students will identify and review procedures that workers can follow to avoid and prevent accidents on the job. Students will identify the Career and Technical Student Organizations (CTSOs) in the school and the programs they represent. Students will explore the differences between technical school, two-year colleges, and four-year colleges/universities.

Review of Orientation

CCAЕ-CCAЕ III-1. Students will review the purpose of the CCAЕ/Project Success programs, the CCAЕ programs, and the CTSOs that are available at their schools.

- a. Identify the CTSOs in the school and the programs they represent.
- b. Identify career plan pathways that are available in the school. Identify the post-secondary options available in the community and the entrance requirements.
- c. Explain the differences between technical schools, two-year colleges and four-year colleges/universities.

Academic Standards:

ELA11C1 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.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RL5 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 and differences among CTSOs.
- Interview a CTSO advisor or CTSO member and present findings.
- Participate in CTSO activities.
- View CTSO websites and complete a scavenger hunt.

Review of Safety

CCAE-CCAE III-2. Students will understand the importance of safety in the career, technical and agricultural laboratories and/or while on the job.

- a. Demonstrate the proper procedures to follow in case of personal injury and/or fire in the career, technical, and agriculture laboratories and/or on the job.
- b. Explain the importance and necessity of good safety practices.
- c. Explain the importance of the school's policies and rules in regards to safety.
- d. Demonstrate proper procedures to follow in the various classrooms.
- e. Understand proper safety procedures and rules for school-to-work programs.

Academic Standards:

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RC3 The student acquires new vocabulary in each content area and uses it correctly.

Sample Student Tasks:

- Complete a questionnaire on proper procedures to follow in each area of safety.
- Make posters on proper safety procedures.
- View a video on safety.
- Invite guest speakers to speak about safety in the workplace.
- Demonstrate proper procedures to follow when using electrical equipment and in the event of personal injury or fire.
- Make a computer-generated brochure or PowerPoint on safety procedures.

REQUIREMENTS FOR WORK-BASED LEARNING

The students will describe the benefits of work-based learning programs for students and employers. The students will also observe the process of how to complete documents and reports required for work-based participants.

Policy, Procedures, and Expectations

CCAE-CCAE III-3. Students will be able to explain how a work-based learning program is organized.

- a. List the purposes and types of work-based learning programs available.
- b. Explain the local and state requirements for participating in work-based learning.
- c. Demonstrate the proper procedures for completing weekly, monthly, and semester paperwork required for participation in work-based learning.
- d. Demonstrate the organizational skills needed to maintain all necessary paperwork in required format for participation in work-based learning.
- e. Explore various payment methods for employees, as well as deductions.
- f. Understand common employee benefits.

Academic Standards

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11W1 The student uses research and technology to support writing.

Sample Student Tasks:

- Develop an orientation program for new employees.
- Practice completing different forms for time sheets and weekly and monthly reports.
- Write thank-you letters to different guest speakers.
- Complete a sample work-based learning application.

CCAE-CCAE III-4. Students will review how to prepare written materials necessary for job-hunting, including applications, resumes, and cover letters.

- a. Explain how to prepare for and complete a job application.
- b. Understand the function of a resume and the process of creating one.
- c. Identify the different formats of resumes and the strengths and weaknesses of each format.
- d. Create and/or update a resume.
- e. Understand the function of a cover letter.
- f. Become familiar with business letter writing.

Sample Student Tasks:

- Complete a sample job application.

- Complete a Personal Data Book (free from Department of Labor).
- Visit Georgia College 411 to create cover letter, resume, thank you letter, etc.

CCAE-CCAE III-5. Students will gain an understanding of all aspects of the interviewing process, including preparation for, the process of, and follow-up.

- a. Prepare responses to commonly asked interview questions.
- b. Discuss the significance of nonverbal communication in the interviewing process.
- c. Demonstrate appropriate attire and grooming for an interview.
- d. Prepare a list of questions to ask an interviewer.
- e. Participate in and analyze a mock interview.
- f. Prepare an interview follow-up letter.
- g. Identify correct strategies for accepting or rejecting a job offer.

Sample Student Tasks:

- Create a visual of appropriate and inappropriate attire for an interview.
- Create a pamphlet on the do's and don'ts of job interviewing.
- Write a "how-to" letter on interviewing for a classmate who may have been absent during the unit on interviewing.

Academic Standards

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11C1 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.

REPORTS OF OBSERVATION AND RESEARCH

Based on individual student job sites or careers of interest, students will prepare reports and/or projects that demonstrate an understanding of working conditions, organizational structures, rules and policies, and procedures for raises and promotions.

Company Policies

CCAE-CCAE III-6. Students will utilize appropriate sources and/or methods of research to gather information to write reports or create projects on various topics related to individual student job sites or career choices.

- a. Understand and explain the working conditions of a specific job site or career of interest.
- b. Identify a business or company's organizational structure.
- c. Interpret the rules and policies of a business or company.

- d. Organize the researched information and prepare a report or project that demonstrates understanding of each topic.

Academic Standards:

ELA11C1 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.

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11W3 The student uses research and technology to support writing.

Sample Student Tasks:

- Discuss requirements for topics for individual student reports/projects.
- Plan format for preparing individual student reports/projects.
- Write individual student reports on required topics.
- Prepare reports/projects using current technology.

EMPLOYEE WORK HABITS

Based on prior research and information studied, students will understand and be able to identify the interpersonal and intrapersonal skills needed to be successful in the world of work.

Workplace Readiness

CCAE-CCAE III-7. Students will recall and explain, through written communication and oral demonstration, the skills needed to be successful in the workplace.

- a. Identify and define interpersonal skills needed to succeed in the world of work.
- b. Identify and define intrapersonal skills needed to succeed in the world of work.
- c. Review problem-solving strategies for routine and atypical problems in the workplace.
- d. State the importance of working well collaboratively and independently with little supervision.

- e. Develop oral and written communication skills needed to convey facts accurately and to communicate procedural information.
- f. Define personal skills of responsibility, self-esteem, self-management, integrity, and honesty.

Academic Standards:

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11W3 The student uses research and technology to support writing.

Sample Student Tasks:

- Develop a notebook of worksite information including attire, company policies, working hours, and job description.
- Develop a computer-generated brochure of desirable work habits.
- Create a Power Point labeled “Positive Attitudes in the Workplace.”
- Design a document incorporating essential workplace skills.

On-the-job Skills

CCAE-CCAE III-8. Students will identify and perform appropriate work habits needed to enter and succeed in the world of work.

- a. Identify qualities that employers look for in employees.
- b. List and discuss the anxieties and challenges of the first day of work.
- c. Understand and discuss the importance of making a good first impression on the job.
- d. Distinguish appropriate attire for different work settings.
- e. Describe ways to demonstrate desirable personal qualities on the job.
- f. Explain the role of employee performance reviews.

Academic Standards:

ELA11LSVI The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11W3 The student uses research and technology to support writing.

Sample Student Tasks:

- List and discuss changes students expect to make when they begin a full-time job.
- Give specific examples of the characteristics of employees and co-workers' relationships.
- Identify proper attire for different work settings by matching careers with the appropriate attire.
- Present to the class common expectations of employers.
- Role-play positive attitudes versus negative attitudes of employees in a working situation.

WORKPLACE-RELATED SKILLS IN READING, WRITING, SPEAKING, LISTENING, AND FOLLOWING DIRECTIONS

Students will understand the importance of professional communication skills.

Basic Communication Skills

CCAE-CCAE III-9. Students will demonstrate workplace-related skills in reading, writing, speaking, listening, and following directions.

- a. Identify and practice strategies for improving reading skills, such as skimming and previewing.
- b. Review steps in the writing process and apply these steps to workplace/technical writing.
- c. List ways to plan and present an effective spoken message.
- d. Explore strategies for engaging in active listening.
- e. Identify common forms of business writing and the style appropriate to each.
- f. Understand and demonstrate proper phone etiquette in the workplace.
- g. Understand and demonstrate proper email etiquette in the workplace.

Academic Standards:

ELA11C1 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.

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11LSV2 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.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains coherent focus throughout and signals a satisfying closure.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11W3 The student uses research and technology to support writing.

ELA11W4 The student practices both timed and process writing and when applicable, uses the writing process to develop, revise, and evaluate writing.

SSRC1 Students will enhance reading in all curriculum areas.

Sample Student Tasks:

- Read and evaluate sections of a company's employee manual.
- Choose and read an article in a business magazine using previewing and skimming strategies.
- Practice different forms of writing such as memos, emails, and business letters used in the workplace.
- Prepare and give a speech.
- After listening to a guest speaker or viewing a speech, identify gestures, tone, ideas, etc.

BASIC WORKPLACE COMPUTER SKILLS

Students will understand how technology is transforming the workplace and understand the skills needed to work in a technological environment.

Technology Literacy

CCAE-CCAE III-10. Students will examine and identify the technology and computer skills used in the workplace.

- a. Identify ways employees can become computer literate.
- b. Name computer programs commonly used in business and explain their use.
- c. Describe business uses of the Internet.
- d. Describe copyright and other laws that affect how we use technology in the workplace.

Academic Standards:

ELA11C1 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.

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA11W2 The student demonstrates competence in a variety of genres.

ELA11W3 The student uses research and technology to support writing.

Sample Student Tasks:

- Research and prepare a report on the need to become computer literate.
- Develop a list of computer terms.
- List reasons for copyright laws.

WORKPLACE ETHICS

Students will understand the importance of ethics in the workplace.

Employee Ethical Responsibility

CCAE-CCAE III-11. Students will understand the need to act ethically in the workplace setting.

- a. Define ethics, and explain why ethics are essential in the workplace.
- b. Describe ethical behaviors in the workplace.
- c. Identify ethical and unethical behaviors in the workplace.
- d. Identify ethical principles and ways to apply them in a work setting.
- e. Understand possible consequences for unethical behavior on the job.
- f. Describe strategies for handling unethical practices.

Academic Standards:

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Sample Student Tasks:

- Write scenarios of ethical and unethical behavior in the workplace.
- List possible consequences of unethical behavior.
- Research workplace articles related to ethical/unethical behavior on the job.
- Role-play examples of ethical/unethical behavior in the workplace.

WORKING AS PART OF A TEAM OR BEING A TEAM LEADER

Students will understand the types of business teams and the roles that individuals play as team leaders or members. Students will also learn how to establish and maintain a successful team.

Teamwork/Leadership Skills

CCAE-CCAE III-12. Students will understand all aspects of teamwork as it relates to the workplace and will demonstrate appropriate teamwork behaviors.

- a. Identify the characteristics of good team members.
- b. Identify the benefits of teamwork for employees and employers.
- c. Identify procedures necessary for organizing and maintaining an effective team.
- d. Identify different management/leadership styles and their effects on employees.
- e. Identify the characteristics of an effective leader and/or supervisor.
- f. Summarize the procedures for leading/conducting a formal meeting.

Academic Standards:

ELA11C1 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.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Sample Student Tasks:

- Explain the possible consequences for an employee who does not work well as part of a team.
- List ways teams might be used in the workplace.
- Role-play the part of an employee who does and does not work as a team.
- Identify types of people who might find teamwork unusually difficult.
- Explain the four leadership styles.

CHANGE IN THE WORKPLACE

Students will learn how to adapt to change in the workplace through promotion, job change, or career change.

Changing Positions or Jobs/Careers

CCAE-CCAE III-13. Students will learn how to deal with change in the workplace.

- a. Identify qualities, skills, and behaviors that often lead to raises and promotions.
- b. Explain why workers may change jobs.

- c. Describe strategies for changing jobs.
- d. Explain how to handle a job loss.
- e. Learn strategies for balancing work and family roles.

Academic Standards:

ELA11C1 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.

ELA11C2 The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA11RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Sample Student Tasks:

- Complete an interview with a job shadowing mentor.
- Participate in a job shadowing experience.
- Research the “hot” jobs for the future.
- Submit an evaluation sheet from a job shadowing experience.
- Write a letter of resignation.
- Interview a local employer about desirable traits in employees.