

Georgia Department of Education

Coordinated Career Academic Education (CCAIE)/Project Success (PS) Coordinated Career Academic Education I: Career Foundations and Leadership (CCAIE I) Course Number 32.41400 Project Success I (PS I) Course Number 32.41700

Course Description:

Coordinated Career Academic Education (CCAIE) and Project Success (PS) are intervention support services designed for students from special populations as identified in the federal Carl D. Perkins legislation. These support services provide additional opportunities for students to sharpen their academic and employability skills in their chosen Career, Technical, and Agricultural Education (CTAE) pathway. Through participation in a CCAIE and/or PS program, students learn about the world of work by achieving academic challenges, project based learning activities, and participating in a Career and Technical Student Organization (CTSO) aligned with their career goal. These support classes do NOT count as part of a pathway or toward pathway completion.

CCAIE Level I: Career Foundations and Leadership teaches students the academic skills needed to graduate high school along with the introductory employability skills needed to obtain employment; basic safety and health, teamwork, work ethic, basic personal finance, career technical student organizations, self-assessment, career pathways, career readiness, and employment performance. CCAIE course sequence is available for schools that wish to implement a three-year support program. Project Success course sequence is available for schools that wish to implement a two-year support program. There is no pre-requisite for these courses.

L9-10RST 1-10 and **L9-10WHST 1-10:** Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 1

CCAIE-CCAIE I/PS I-1

Acquire and apply skills needed to improve academic achievement in all content areas required for graduation and postsecondary goals. The following elements should be integrated throughout the content of this course.

- 1.1 Analyze pre-assessment and standardized test scores to evaluate and target areas for academic improvement.
- 1.2 Practice various methods of studying, test-taking skills, listening, note-taking techniques, organization, and time management to improve academic achievement.
- 1.3 Use techniques of outlining, summarizing, diagramming, paraphrasing, quoting, and citing sources.
- 1.4 Understand the importance of academic achievement and future implications for post-secondary education and/or the workplace.

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Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Course Standard 2

CCAIE-CCAIE I/PS I-2

Construct a realistic self-portrait that enables students to set future goals.

- 2.1 Identify factors that may limit or hinder future success.
- 2.2 Devise and implement a plan to avoid choices that may result in physical or psychological harm.
- 2.3 Identify and evaluate personal interests, abilities, values, learning styles, and aptitudes.

Course Standard 3

CCAIE-CCAIE I/PS I-3

Examine how choices made today by students impacts their future.

- 3.1 Explore how individual behavior, dress, and choices affect one's image.
- 3.2 Differentiate between positive and negative effects of social media on one's self concept.
- 3.3 Identify positive and negative behaviors and their effect on self-image.
- 3.4 Develop a plan to implement short-term, intermediate, and long-term goals for self-improvement.

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Course Standard 4

CCAIE-CCAIE I/PS I-4

Analyze the importance of emotional and physical health on academic achievement and future employment.

- 4.1 Examine both positive and negative influences on emotional health.
- 4.2 Discuss and relate the effects of drug abuse and addiction on self and family.
- 4.3 Identify beneficial health practices to promote a healthy lifestyle.
- 4.4 Identify the types and causes of stress and develop a stress management plan.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 5

CCAE-CCAE I/PS I-5

Demonstrate leadership, teamwork, and problem solving relevant to students' educational, social, and living environments.

- 5.1 Develop leadership and teamwork skills through participation in classroom and Career Technical Student Organization (CTSO) activities.
- 5.2 Analyze the importance of using appropriate verbal and nonverbal communication in various educational, social, and daily living environments.
- 5.3 Relate the importance of public speaking to leadership roles.
- 5.4 Analyze difficult scenarios in daily life and identify appropriate responses.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 6

CCAE-CCAE I/PS I-6

Demonstrate workplace-related skills in reading, writing, speaking, listening, and following directions.

- 6.1 Identify and practice strategies for improving reading skills in workplace/technical texts.
- 6.2 Utilize technology to research and compose workplace/technical documents.
- 6.4 Understand and demonstrate proper written communication (phone and email) etiquette in the workplace.
- 6.5 Demonstrate active listening skills and follow written directions applicable to the workplace.
- 6.5 Identify and demonstrate appropriate verbal and nonverbal communication skills in the workplace.

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Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Course Standard 7

CCAE-CCAE I/PS I-7

Evaluate a career pathway through the exploration of educational and occupational requirements.

- 7.1 Use formal and informal personality and career assessment data for career pathway selection.
- 7.2 Prioritize necessary steps to complete a course of study and career pathway that is relevant to chosen career.
- 7.3 Investigate job shadowing, employability skill development, cooperative education, internship, youth apprenticeship, postsecondary institutions, and mentoring for career possibilities.
- 7.4 Explore Career Technical Student Organizations (CTSO) opportunities for chosen career pathway and determine the benefits offered through participation.
- 7.5 Use a variety of multimedia resources to investigate potential career opportunities related to the chosen pathway.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

Course Standard 8

CCAЕ-CCAЕ I/PS I-8

Explore expectations of a new employee and determine qualities that enhance positive work ethics.

- 8.1 Explain the organization of companies and the importance of following proper policies and procedures.
- 8.2 Identify ways to interact effectively with a various management styles and cultures.
- 8.3 Describe employer expectations for employees regarding job performance, work habits, and attitudes.
- 8.4 Determine effective strategies for handling conflict within the workplace.
- 8.5 Identify ethical and unethical workplace behavior and possible rewards and consequences of each.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 9

CCAЕ-CCAЕ I/PS I-9

Assess skills needed for basic personal finance.

- 9.1 Examine and calculate debits and credits.
- 9.2 Develop basic skills needed for balancing a checking account.
- 9.3 Analyze and construct a budget for various lifestyles.
- 9.4 Determine differences between net and gross wages.
- 9.5 Examine the correlation between salary, education, and lifestyle.