
CCAIE Project Success Curriculum Guide

for

CCAIE/Project Success Support Services

Georgia Department of Education

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TABLE OF CONTENTS

INTRODUCTION	1
PROGRAM PHILOSOPHY, PURPOSE AND GOALS	3
CCAЕ/PROJECT SUCCESS TASK LIST.....	5
SUGGESTIONS FOR TIME FRAME AND DELIVERY	15
HOW TO USE THE GUIDE SHEET TO PREPARE DAILY LESSON PLANS	17
UNIT GUIDE SHEETS	
LEVEL I: SELF-DEVELOPMENT AND JOB READINESS	
Unit 1: Orientation to CCAЕ/Project Success	18
Unit 2: Classroom SuCTIval Techniques	29
Unit 3: Goal Setting	35
Unit 4: Self-Assessment.....	37
Unit 5: Career Pathways	49
Unit 6: Preparation for Co-Curricular Activities	55
Unit 7: Work-Related Behaviors	67
Unit 8: Career Readiness	80
LEVEL II: CAREER AND TECHNICAL RELEVANCE	
Unit 9: Review of Orientation.....	94
Unit 10: Goal Setting	98
Unit 11: Interpersonal Skills	104
Unit 12: Consumer Management.....	117
Unit 13: Advancements in Employment.....	129
Unit 14: Transition.....	135
LEVEL III: PREPARING FOR THE 21 ST CENTURY WORKPLACE	
Unit 15: Orientation to CCAЕ/Project Success	136
Unit 16: Requirements for Work-Based Learning.....	148
Unit 17: Reports of Observation and Research.....	150
Unit 18: Employee Work Habits.....	152
Unit 19: Workplace-Related Skills in Reading and Writing	156
Unit 20: Workplace-Related Skills in Speaking, Listening, and Following Directions .	158
Unit 21: Basic Workplace Computer Skills.....	160
Unit 22: Working Relationships and Ethical Choices	161
Unit 23: Working as Part of a Team	163
Unit 24: Career Resilience: Becoming an Invaluable Employee.....	165

A. APPENDIX A - Instructor Records and Management Aids.....	A-1
B. APPENDIX B - Instructional Management.....	B-1
C. APPENDIX C - Sample Teaching Calendars	C-1
D. APPENDIX D - Daily Lesson Plans.....	D-1
E. APPENDIX E - Sample Interlocking Activities	E-1
F. APPENDIX F - Alternative Assessments.....	F-1
G. APPENDIX G – Career Pathways	G-1

INTRODUCTION

Educators have become increasingly concerned about the number of youth who leave school without completing the requirements for graduation, thus leaving them unprepared for employment. In 2000, the National Center for Educational Statistics reported that 3.8 million students ages 16-24 were not enrolled in a high school program or had not completed high school. This phenomenon is a problem at the state level as well. In Georgia, of those students enrolled in secondary programs, 24,810 dropped out for a rate of 5.5%. The total number of K-12 dropouts in Georgia was 1,608 less in 2003 than 1993. Because of the impact academic achievement has on future opportunities for both educational and occupational success, addressing the preparedness of students for their future is critical.

Young people are considered at-risk if they are likely to fail at school or be unsuccessful at finding or keeping a job. In spite of a heightened concern in recent years regarding the rate at which students drop out of school, reports such as those prepared by Children's Defense Fund and the Secretary's Commission on Achieving Necessary Skills discuss a "forgotten half" who leave school without the skills required to secure and keep a job in a rapidly changing workplace. Students who are at risk for dropping out are also at risk for low or no employment. Educators must address these deficits by providing intervention. The desired outcomes resulting from intervention services include retention, employability, and social competencies. Reasons commonly cited by students for leaving school early include failure in school, dislike of school, and boredom. Kortening and Braziel suggest that educators listen to students' perceptions of high school programs to assist them in tailoring interventions which lead to productive adults.

The Carl D. Perkins Vocational Education Act of 1984 assisted states in raising the quality of Career, Technical, and Agricultural Education programs and promoted greater cooperation between public agencies and the private sector. In addition, Perkins focused attention on handicapped and disadvantaged students enrolled in services by requiring equal access to recruitment, enrollment and placement; mainstreaming of special needs learners into Career, Technical, and Agricultural Education programs and providing them support services; Career, Technical, and Agricultural Education services to train unemployed workers; Vocational assessment to assure success in Career, Technical, and Agricultural Education al education programs; and counseling services for career development activities and to facilitate transition from school to employment. Since its passage into law, the Carl D. Perkins Vocational Education Act has been amended twice.

In 1990 the law was renamed the Carl D. Perkins Vocational and Applied Technology Act. One of its main purposes was to enable America to be more competitive in the global economy by developing the academic and occupational skills and individuals. The 1990 act stressed the integration of academics and CTAE and increased the linkages between secondary and postsecondary programs. For individuals from special populations, the 1990 Perkins Act required that local education agencies provide information about Career, Technical, and Agricultural Education opportunities prior to a student's entrance into ninth grade.

The Carl D. Perkins Vocational and Technical Educational Act of 1998, also referred to as Perkins III, sought to fully develop the academic, Vocational, and technical skills of students enrolled in Career, Technical, and Agricultural Education programs. Perkins III eliminated set-

asides for single parent/displaced homemakers and sex bias/sex equity categories. It also prohibited the use of Perkins funds for programs below seventh grade and created a state performance accountability system. Perkins III took effect in program year 2000; however, the current status of Perkins III is unclear. As with any funding, updates are continuous. Please keep abreast through your professional organization and state and federal legislators.

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act. The main purpose of NCLB was to raise expectations for states and local school systems so all students would meet or exceed state standards in reading and mathematics within 12 years. Under NCLB, all states must establish state academic standards and a state testing system that meet federal requirements.

Intervention

Intervention occurs when academic performance is judged to be inferior or when students are not achieving their potential. The purpose of intervention is to further the educational success of students whose academic background or prior performance may cause them to be candidates for academic failure or early withdrawal. Career and technical support services provide alternatives for adaptations in the educational programs of students in an attempt to address unmet needs. CTAE support services include high but realistic expectations, peer involvement, assistance from a team of professionals, as well as, parents and/or guardians. These services are provided when and where students need assistance. Multiple entrance and exit points should be identified by the interlocking team to allow students to transition back into the regular educational setting.

Through the State Department of Education, Georgia has established support services such as Career Technical Instruction (CTI), Coordinated Career Academic Education (CCAЕ), Project Success (PS), Job Training Partnership Act (JTPA), Single Parenting, and Other programs for students from special populations. The *CCAЕ/Project Success Curriculum Guide* is designed to assist teachers who work with students needing support services through these initiatives.

The *CCAЕ/Project Success Curriculum Guide* is divided into three sections: Level I (Self-Development and Job Readiness), the basic services, Level II (Career and Technical Relevance) additional options for students who require more intensive skill reinforcement through career and technical relevance, and Level III (Preparing for the 21st Century Workplace), individualized instruction toward specific career opportunities. It is designed to provide teachers the support and flexibility required to meet the individualized needs of students preparing for Career, Technical, and Agricultural Education and academic course work. This flexibility may be realized through a number of different options: the units may be used in whole class presentations, in small group formats, or in an individualized, self-paced option. An instructor may choose units that provide course credit equivalents for a variety of time frames including grading terms, semesters, or academic years.

PROGRAM PHILOSOPHY, PURPOSE AND GOALS

Philosophy

School to career instruction is a vital component in the education of youth and adult citizens in Georgia. Appropriate educational programs and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary Vocational-technical schools, colleges, Vocational centers and other adult programs designed to train or re-train citizens for productive rewarding employment. It is the responsibility of the state of Georgia to provide opportunities for all its citizens to develop the knowledge, skills, and attitudes necessary for gainful employment.

Intervention support services and assistance must be provided so that all students will have the opportunity to fully participate in the total education process. The term “all students” includes, but is not limited to, racial minorities, women, displaced workers, limited English-speaking persons, students with disadvantages and disabilities, teen parents and adjudicated youth, in addition to the “regular” population.

Georgia’s support services assist students enrolled in all Georgia secondary programs. Students unable to succeed in a regular education program without special support are eligible for enrollment in Career, Technical, and Agricultural Education with individual interventions.

Career education offers opportunities for students to begin the process of lifelong learning by providing occupational exploration, job readiness and career development for students at all levels of ability and knowledge. This type of education helps students acquire healthy work attitudes and practices needed to compete successfully in the world of work, obtain occupational training, and attain individual goals based on their capabilities and interests.

Purpose

The purpose of secondary Career, Technical, and Agricultural Education programs in Georgia is to prepare students to select, enter, and advance in productive careers of their choice. Each program develops knowledge, skills, and abilities necessary for successful employment and lifelong learning. Support services initiatives exist to serve students unable to attain success in their education endeavors by providing the needed support services.

CCAE/Project Success Goals

- ❖ Provide students with gainful employment in a specific work area.
- ❖ Prepare students with the education that will make them continually trainable and employable.
- ❖ Develop responsible employees for business and industry.
- ❖ Develop a well-rounded program for the transition of students to the world of work or movement up the career pathways.
- ❖ Focus a feeling of civic, social, and moral responsibilities of the work of society.
- ❖ Instruct students in the methods of satisfying an employer efficiently, intelligently, and agreeably.
- ❖ Create a normal, healthy, sincere attitude toward work.

- ❖ Collaborate between school and industry to give needed occupational orientation and work-based learning experiences for the student, grades nine through twelve.

Support Services Objectives

- ❖ To make education relevant and meaningful.
- ❖ To foster a normal, healthy and sincere attitude toward work.
- ❖ To provide opportunity for a mastery of objectives, topics and concepts of *The CCAE/Project Success Curriculum Guide*
- ❖ To provide a variety of career pathways.
- ❖ To introduce a variety of occupations within career areas.
- ❖ To collaborate with businesses and industries.
- ❖ To coordinate the transition between school and employment.
- ❖ To raise student expectations in math, reading and language communication, social studies, and science.
- ❖ To structure the class environment for individualized instruction.
- ❖ To provide personal guidance to students.
- ❖ To encourage membership in an organized club or civic group.
- ❖ To promote positive attitudes about school.
- ❖ To coordinate the instructional programs within the framework of the local system's secondary curriculum.
- ❖ To utilize interdisciplinary team teachers in achieving all the above goals.
- ❖ To structure classroom instruction to include modern technology such as World Wide Websites.
- ❖ To generate acceptance of diversity in the workplace.

The *CCAE/Project Success Curriculum Task List* is divided into three levels. Coordinators may select from the following Task List areas in which students need individualized instruction for the length of time necessary per individual student needs.

**CCAЕ/PROJECT SUCCESS TASK LIST
SELF-DEVELOPMENT AND JOB READINESS
LEVEL I**

UNIT 1.00 Orientation To CCAE/Project Success

Definition of Services

1.01 Explain the purpose and organization of CCAE/Project Success

Safety

1.02 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory.

1.03 Demonstrate the proper procedure to follow in the case of fire on-the-job and/or in the career and technical laboratory.

1.04 Demonstrate the proper procedure to follow in the use of electrical equipment on the job and/or in the career and technical laboratory.

1.05 Explain the importance and necessity of good safety practices.

Policy/Procedures/Expectations

1.06 Explain the school's policies and rules.

1.07 Demonstrate proper procedures to follow in the classroom.

1.08 Understand the expectations of the services.

Youth Organizations

1.09 Identify the Career and Technical Student Organizations (CTSOs) in the school and the programs they represent.

Assessment

1.10 Complete required pre and post assessment tests in reading, math, and language.

Secondary and Postsecondary Options to a Career Plan

1.11 Identify the career plan options that are available in the school.

1.12 Identify the postsecondary options available in the community.

1.13 Explain the differences between technical colleges and institutions of higher learning.

UNIT 2.00 Classroom SuCTIval Techniques

Organization and Time Management

2.01 Define organization and planning skills.

2.02 Complete a self-test on organization.

2.03 Design a daily "to do" list to rank priority tasks.

2.04 List five suggestions for making the best use of time.

2.05 Complete a daily assignment log.

2.06 Examine how individual time is utilized by keeping a daily time log for seven days.

Study Skills

- 2.07 Compare and contrast good and poor study habits.
- 2.08 Demonstrate the use of study aids (flash cards, divided page, cover card, audio tape, post a list).
- 2.09 Identify ways to improve memory.
- 2.10 Identify effective test-taking skills.
- 2.11 Discuss techniques for studying various subjects.
- 2.12 Identify materials needed for studying at home and at school.

Listening and Note Taking

- 2.13 Increase active listening skills.
- 2.14 Identify the basic steps to taking good notes.
- 2.15 Demonstrate taking notes from lectures.
- 2.16 Demonstrate taking notes from visual aids.
- 2.17 Identify the main idea in an article.
- 2.18 Identify the important details in an article.
- 2.19 Review note taking techniques (outlining, summarizing, diagramming, mapping, timeline).

UNIT 3.00 Goal Setting

Priorities

- 3.01 Give a definition of values and priorities.
- 3.02 Identify and evaluate behaviors indicating personal values and priorities.
- 3.03 Give characteristics of highly motivated people and role models.
- 3.04 Identify traits and skills that are desired in self.

Long-term and Short-term Goals

- 3.05 Demonstrate techniques for writing both short-term and long-term goals.
- 3.06 Create evaluation sheets to log goals.
- 3.07 Rewrite goals.

UNIT 4.00 Self-Assessment

Maslow's Hierarchy

- 4.01 List the levels of Maslow's Hierarchy.
- 4.02 Discuss the levels of Maslow's Hierarchy in relation to the student's life.

Self Portraits

- 4.03 Design a realistic self portrait.
- 4.04 Formulate a realistic set of short-term and long-term goals for improvement.

Career Interest

- 4.05 Participate in career interest diagnostic testing.
- 4.06 Investigate educational and occupational requirements of possible careers.
- 4.07 Relate self portrait attributes to career interests.
- 4.08 Formulate short-term goals for career exploration.

Behavior and Personality

- 4.09 List enhancing and detracting behavior activities.
- 4.10 Describe how behavior might affect self image and how self image might affect behavior.
- 4.11 Relate self portrait attributes to the listed behavioral activities.
- 4.12 List personality strengths and weaknesses.
- 4.13 Set personal short-term and long-term goals for self behavior modifications.

Learning Styles

- 4.14 Complete various learning style inventories.
- 4.15 Utilize learning styles inventories to identify best possible strategies for learning.
- 4.16 Identify teaching styles of individual teachers.
- 4.17 Reorganize format of course material to accommodate individual learning style.
- 4.18 Apply learning style preferences to personal and work-related situations.

Aptitude

- 4.19 Participate in aptitude testing.
- 4.20 Relate personal experiences to aptitude in self portrait.
- 4.21 Relate self portrait attributes to aptitude inventory.
- 4.22 Utilize strength and weakness indicators to plan short-term and long-term goals.

Self Esteem\Concept

- 4.23 Complete various self esteem\concept inventories.
- 4.24 Relate self portrait attributes to self concept.
- 4.25 Correlate self concept with career success or failure.
- 4.26 Initiate identified personal changes that enhance self image.

UNIT 5.00 Career Pathways

Career Exploration

- 5.01 Develop an outline for a selected career.

Program of Study

- 5.02 Select a high school program of study.
- 5.03 Develop a career pathway.

Career Areas

- 5.04 Develop a career pathway.
- 5.05 Develop a portfolio.

Other School to Career Pathways

- 5.06 Describe alternative options for exploring a career area.

UNIT 6.00 Preparation For Co-Curricular Activities

Georgia Career Student Association (GCSA)

- 6.01 Describe the characteristics and skills of a good leader.
- 6.02 Explain the purpose of parliamentary procedures, constitutions and bylaws for the organization.

Other Career and Technical Student Organizations

- 6.03 Name and describe the nationally recognized Career and Technical Student Organizations (CTSOs).
- 6.04 Identify the duties and responsibilities of each officer within a CTSO.
- 6.05 Organize a successful and positive campaign for officers of the respective CTSO.

Leadership Through CTOSs

- 6.06 Describe how leadership traits and skills can be applied to work situations.

CTSO Contests

- 6.07 Plan school and community projects.
- 6.08 Participate in CTSO committees and projects.
- 6.09 Demonstrate teamwork for a common goal.

Public Speaking

- 6.10 Demonstrate public speaking as an important element of effective leadership.
- 6.11 Make oral informative presentations to a GCSA or CTSO.

UNIT 7.00 Work-Related Behaviors

Basic Teamwork Skills

- 7.01 Describe respect for supervisor and appropriate interactions.
- 7.02 Identify advantages of co-worker courtesy.
- 7.03 Identify advantages of positive customer interactions.

Basic Employee Responsibilities

- 7.04 Give examples of integrity and honesty in the workplace.
- 7.05 Adhere to attendance and punctuality guidelines in work and school.
- 7.06 Construct rationale for compliance with company policies.
- 7.07 Summarize laws that control drug abuse in the workplace.

Basic Employer Assurances

- 7.08 Describe affirmative action as it applies to Title II, Title VI, Title IX, Section 504, ADA.
- 7.09 Identify examples of harassment in the workplace and relate to legal consequences.
- 7.10 Examine gender equity and accessibility equity in the workplace.

Multicultural Diversity

- 7.11 Research the meaning of culture and diversity as related to a given population.
- 7.12 Examine personal culture from other perspectives.
- 7.13 Examine activities that highlight other cultures' lifestyles, artistic, historical and literary contributions.
- 7.14 Identify strategies to incorporate sensitivity for other cultures.
- 7.15 Identify community action projects and community members of diverse backgrounds.
- 7.16 Identify advantages for diversity within the workplace.
- 7.17 Investigate ways that appreciation of diversity builds self esteem.

Conflict Resolution

- 7.18 Define conflict and conflict resolution.
- 7.19 Identify positive and negative styles of resolving conflict and their effectiveness.
- 7.20 Apply resolution techniques to everyday interpersonal conflicts at school and work settings.

UNIT 8.00 Career Readiness

Finding a Job

- 8.01 List formal and informal job/career sources within the community.

Job Application, Interview and Résumé

- 8.02 Complete a job application form.
- 8.03 Demonstrate job interview skills.
- 8.04 Demonstrate proper dress and grooming for a job interview.
- 8.05 Prepare a personal job search and marketing strategy including résumé preparation and production, web page design, letter writing, and networking.
- 8.06 Write a letter of application or job inquiry.
- 8.07 Write an interview/inquiry follow up letter.
- 8.08 Make an interview/inquiry follow up call.

Paycheck and Deductions

- 8.09 Explain payroll deductions; determine gross and net wages.
- 8.10 Identify tax withholding.
- 8.11 Identify employer required contributions.
- 8.12 Identify employee elected deductions/benefits.

**CCAЕ/PROJECT SUCCESS TASK LIST
CAREER AND TECHNICAL RELEVANCE
LEVEL II**

UNIT 9.00 Review of Orientation

Expectations/Procedures

9.01 Understand the expectations of the CCAE/Project Success and/or CTAE programs.

9.02 Participate in the CTAE and CTSO.

Safety

9.03 Explain the importance and necessity of good safety practices.

9.04 Explain the major causes of job-related accidents and describe the procedures for reducing on-the-job health and safety hazards.

9.05 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory.

9.06 Demonstrate the proper procedure to follow in the case of fire on-the-job and/or in the career and technical laboratory.

9.07 Demonstrate the proper procedure to follow in the use of electrical equipment on-the-job and/or in the career and technical laboratory.

UNIT 10.00 Goal Setting

Career Decisions

10.01 Review the terms aptitude, ability, interest, values, perceptions and learning styles.

10.02 Identify changes in academic assessment from previous year.

10.03 Compare career path with last year's career path.

Employee Characteristics/Responsibilities

10.04 Review roles and responsibilities of employees in selected fields.

10.05 Identify criteria for specific employment in chosen areas.

Program of Study

10.06 Identify programs of study.

10.07 List criteria for graduation in each program of study.

10.08 Identify short-term and long-term goals necessary for graduation under identified program of study.

10.09 Investigate postsecondary options.

UNIT 11.00 Interpersonal Skills

Personal Responsibilities

11.01 Define responsibility.

11.02 Determine age appropriate responsibilities.

11.03 Compare and contrast benefits of assuming responsibility.

11.04 Develop strategies for meeting and completing responsibilities.

Home Responsibilities

- 11.05 List family activities and responsibilities.
- 11.06 Analyze home situations relative to meeting obligations.
- 11.07 Illustrate coping strategies when family members do not fulfill their responsibilities.
- 11.08 Apply coping strategies to home responsibilities.

School Responsibilities

- 11.09 Analyze reasons for discipline and dress codes.
- 11.10 Outline reasons that school furthers life goals.
- 11.11 Compare and contrast consequences of modeling school responsibility (following school rules, doing class work, resolving conflict appropriately, etc.) versus choosing to neglect these responsibilities.
- 11.12 Apply learning styles information to school assignments.
- 11.13 Document and evaluate the completion of school responsibilities.

Work Responsibilities

- 11.14 Examine employer/employee expectations.
- 11.15 Relate key elements of positive relationships in the workplace.
- 11.16 Perform work responsibilities through job shadowing of mentors.
- 11.17 Apply job shadowing experiences to career pathways.

UNIT 12.00 Consumer Management**Banking**

- 12.01 Open personal accounts at a local bank.
- 12.02 Write checks and prepare deposit slips using the traditional method and on-line banking method.
- 12.03 Complete reconciliations for bank statements.

Savings

- 12.04 Discuss methods of saving.
- 12.05 Discuss advantages of saving.
- 12.06 Prioritize short-term and long-term financial goals.
- 12.07 Compare rates of return of investment alternatives.
- 12.08 Create a long-term savings plan.

Credit

- 12.09 Discriminate types of credit.
- 12.10 Compare interest rates.
- 12.11 Weigh benefits of buying from savings or buying with credit.

Budget

- 12.12 List sources of income.
- 12.13 Create a realistic budget.
- 12.14 Determine use of discretionary funds.
- 12.15 Determine areas of budget shortfalls.

Buying a Car

- 12.16 List means and costs of transportation.
- 12.17 Itemize procedures needed to purchase a car (insurance, driver's license, etc.).
- 12.18 Appraise cost of maintaining a car.

Insurance

- 12.19 Compare types of insurance.
- 12.20 Interpret outcomes of not having insurance.

Renting or Owning

- 12.21 Compare cost of renting versus owning housing.
- 12.22 Discuss advantages and disadvantages of renting or owning housing.

Taxes

- 12.23 Utilize federal form to determine personal tax withholding.
- 12.24 Analyze a wage and tax statement for state and federal taxes.
- 12.25 Determine the appropriate form to complete for filing personal income taxes.
- 12.26 Complete and file the correct form for personal income taxes.

Childcare Costs

- 12.27 List local childcare options.
- 12.28 Compare local childcare facilities in relation to cost, hours, and other program benefits.

UNIT 13.00 Advancements In Employment**Pay Raises and Promotions**

- 13.01 List reasons employers give pay raises and promotions.
- 13.02 Evaluate how pay increases affect payroll deductions.
- 13.03 Demonstrate proper dress and grooming for career advancement.
- 13.04 Locate community resources that can help improve job performance.
- 13.05 Practice appropriate listening skills and methods of improvement.
- 13.06 Improve speaking skills.
- 13.07 Demonstrate proper communication and social skills related to job settings.

UNIT 14.00 Transition**Other Career/Postsecondary Options**

- 14.01 Review personal program progress.
- 14.02 Prepare career portfolio.
- 14.03 Evaluate completion of goals.
- 14.04 Determine the CTAE program for transition.
- 14.05 Apply for admission to appropriate program.
- 14.06 Write letters and/or communicate otherwise with prospective career opportunities.

**CCAE/PROJECT SUCCESS TASK LIST
PREPARING FOR THE 21st CENTURY WORKPLACE
LEVEL III**

UNIT 15.00 Orientation to CCAE/Project Success

Definition of Services

- 15.01 Explain the purpose and organization of the CCAE/Project Success Support Services.
- 15.02 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory laboratory.
- 15.03 Demonstrate proper procedure to follow in case of fire on-the-job and/or in the career and technical laboratory.
- 15.04 Explain the importance and necessity of good safety practices.
- 15.06 Explain the school's polices and rules.
- 15.07 Demonstrate proper procedures to follow in the classroom.
- 15.08 Understand proper procedures and rules for school-to-work program.
- 15.09 Identify the Career Technology Student Organizations (CTSOs) in the school and the programs they represent.
- 15.10 Complete required pre and post assessment tests in reading, math, and language.
- 15.11 Identify the career plan pathways that are available in the school.
- 15.12 Identify the postsecondary options available in the community.
- 15.13 Explain the differences between technical school, two-year colleges and four year colleges.

UNIT 16.00 Requirements for Work-Based Learning

- 16.01 Explain the local and state requirements for participating in work-based learning.
- 16.02 Demonstrate the proper procedure for completing weekly, monthly and semester paper work required for participating in work-based learning.
- 16.03 Demonstrate the organizational skills needed to maintain all necessary paperwork in required format for participating in work-based learning.

UNIT 17.00 Reports of Observation and Research

- 17.01 Prepare a report on working conditions.
- 17.02 Prepare a report on company's organizational structure.
- 17.03 Prepare a report on selected rules and policies of company.
- 17.04 Prepare a report on procedures for raises and promotions.

UNIT 18.00 Employee Work Habits

- 18.01 Identifies, organizes, plans, and allocates resources.
- 18.02 Works with others as a team, teaches others new skills, serves clients and customers, shows leadership, negotiates and works with diversity.
- 18.03 Acquires and uses information.
- 18.04 Understands complex inter-relationships.
- 18.05 Works with a variety of technologies.

- 18.06 Demonstrate proper procedures on how to make a good first impression.
- 18.07 Identify qualities that employers look for in employees.
- 18.08 Demonstrate appropriate dress for different work settings.
- 18.09 Explain how a positive attitude leads to success on-the-job.

UNIT 19.00 Workplace-Related Skills in Reading and Writing

- 19.01 Identify and describe basic writing skills
- 19.02 Explain the importance of writing and reading in the workplace.
- 19.03 Demonstrate workplace-related skills in reading and writing.

UNIT 20.00 Workplace-Related Skills in Speaking, Listening and Following Directions

- 20.01 Examine good speaking habits.
- 20.02 Engaged in active listening.
- 20.03 Explore the elements of writing and some common forms of business writing.
- 20.04 Identify reading strategies like previewing and skimming.

UNIT 21.00 Basic Workplace Computer Skills

- 21.01 Discuss personal computers and how they are used in the workplace.
- 21.02 Identify kinds of software and the Internet as a tool in the workplace.
- 21.03 Identify copyright law protections.

UNIT 22.00 Working Relationships and Ethical Choices

- 22.01 Solve perennial problems experienced by a local business that involves working relationships and ethical choices.

UNIT 23.00 Working as a Part of a Team

- 23.01 Understand the types of business teams and the roles that individuals play as team members.
- 23.02 Understand the steps necessary to establish and maintain a successful team.
- 23.03 Explain what Total Quality Management is and its affect on workers.

UNIT 24.00 Career Resilience: Becoming an Invaluable Employee

- 24.01 Develop your career goal or specific occupational plan.
- 24.02 Develop strategies to achieve competence in your career field.
- 24.03 Develop a plan for identifying one or more pathways for career entry and promotions.
- 24.04 Develop a plan that will identify ways to exhibit attitudes and skills associated with career resilience.

Suggestions For Time Frame And Delivery

Approximately 60% of the allotted classroom time per school year should be taught from the *CCAIE/Project Success Curriculum Guide*. Approximately 40% per school year should be directed toward improving skills needed by students to succeed in academic and career and technical courses. Relevant career skills also include related academic standards for reading, writing, mathematics and computer skills, as well as listening, viewing and speaking skills.

The *CCAIE/Project Success Curriculum Guide* provides a suggested model for Support Services in Georgia and is designed to increase teachers' capacity to instruct and manage students who are at risk of not graduating from high school. Delivery should be made by a team of personnel, local curriculum directors, curriculum committees, interlocking teachers, and ParaEducators. Suggested team members and their roles are list below.

Local Curriculum Committees

- Provide input for transition from secondary to postsecondary settings and beyond.
- Assist with measuring instructional outcomes due to curriculum improvements.

Counseling and Guidance Personnel

- Serve as a guide for career assessment, student selection, admission, articulation, career counseling and job placement.
- Provide a database of curriculum options for disadvantaged, at-risk students.
- Identify entry level and exit points within related programs.
- Provide counseling tools for dropouts and potential dropouts.
- Identify exit points from the Intervention Program.
- Meet Georgia Department of Education graduation requirements.
- Provide specific content sequencing by quarter and semester for student scheduling.
- Provide curriculum options and modifications.
- Assess abilities and interests of at-risk students.
- Identify guidance, counseling and career development activities needed by students.
- Identify counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

CTAE Supervisors and Administrators

- Assist in defining the scope and content of Intervention and CTAE Support Services.
- Monitor admissions and job placement functions.
- Improve communication with employers and advisory committees.
- Identify special services, including adaptation of instruction, equipment and facilities designed to meet the needs of students.
- Assist with defining, planning and justifying instructional program resources.
- Assist with defining the role of Coordinators, academic teachers and career and technical instructors.

Interlocking Team Members

- Work with CTAE instructors as team members.
- Provide content expertise.
- Orient the instruction toward special needs and at-risk population.
- Provide a guide for organizing programs of instruction.

- Assist in establishing program objectives.
- Serve as a curriculum materials resource guide.
- Improve communications with employers and the program's advisory committee.
- Participate in the interlocking process.
- Facilitate group and self-paced instruction.
- Include content by quarter and/or semester.
- Cross-reference instruction with existing state-developed instructional materials.
- Identify the basic occupational skills needed for employment.
- Identify areas for interlocking and team teaching.
- Demonstrate how academic and career and technical instruction may be linked.
- Serve as a support unit for identifying individual problems of students.
- Build on basic career and technical skills.
- Use intervention resources.
- Incorporate cooperative learning.
- Meet with team regularly for clarifying roles and support systems.

CCAIE/PS Coordinator

- Provide a means to organize and implement deliver of day-to-day subject units.
- Provide a calendar of activities and events.
- Define exact information to be taught.
- Allow for statewide testing.
- Provide a guide for local implementation.
- Provide an instructional delivery system for 1) interlocking team teachers 2) upgrading academic and career and technical skills 3) Georgia Career Student Association (GCSA) and 4) special support and transitional services.
- Provide skills for attainment of a high school diploma.

HOW TO USE THE UNIT GUIDE SHEET TO PREPARE DAILY LESSON PLANS

- Course:** Intervention Support Services. Unit 1-8 are appropriate for the initial year of support services. Units 9-14 may be selected when additional support services are needed beyond one year. Units 15-24 are designed for upper level students who would benefit from individualized career development
- Unit of Instruction:** Topics to be taught.
- Instructional Component:** Independent concepts within units from which lesson plans can be generated.
- Competency:** Well designed unit of work having an identifiable beginning and end as well as two or more steps.
- Goal:** A statement describing a student's expected performance after instruction. Goals contain conditions, actions and standards and are supported by a set of enabling objectives.
- Objectives:** A set of related short-term accomplishments that support the student's attainment of a goal. Objectives have been coded according to GADOE's Quality Core Curriculum, or Performance Standards and are as follows:
- Career, Technical, and Agricultural Education QCCs: CT
 - Coordinated Career Academic Education QCCs: CV
 - Language Arts Standards: LA
 - Mathematics Standards: MA
 - Social Studies Standards: SS
 - CT and CV QCCs are coded by their specific number. LA, MA, and SS standards are not specifically coded by numbers, but indicate that academic skills are addressed by certain objectives.
- Activities:** Classroom and laboratory endeavors designed to stimulate and motivate student learning. New techniques, methods and aids need to be examined, utilized, refined and documented each year.
- Suggested Assessment/Evaluation Activities:** Suggested activities to measure student progress based on the stated objectives.

UNIT GUIDE SHEETS

LEVEL I: *SELF-DEVELOPMENT AND JOB READINESS*

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Definition of Services

COMPETENCIES:

1.01 Explain the purpose and organization of CCAE/Project Success.

GOAL: Given the student handbook, explain the purpose and organization of the CCAE/Project Success Support Services by achieving 80% on written exam. Given practice time, the student will accurately recite the GCSA creed and motto.

OBJECTIVES:

1. Identify the major purposes of CCAE/Project Success Services. (CT 1, CV 52, LA)
2. Identify the major components of CCAE/Project Success Services. (CT 1, LA)
3. State the goal of the program as preparation for employment. (CT 6, 33)
4. Memorize the GCSA creed and motto. (CV 59)
5. Review rules of CCAE/Project Success. (CV 52, SS)
6. Prioritize the purposes of the program for personal achievement. (CT 10, CV 54)

ACTIVITIES:

Student:

1. Answer questions on unit contents using student handbook.
2. Practice reciting GCSA creed and motto in teams of two.
3. View GCSA State Convention video.
4. View GCSA web page.
5. GCSA Contest: Opening and Closing Ceremony.

Instructor:

1. Present unit objectives.
2. Review contents of student handbook.
3. Review contents of *GCSA Contest Manual*.
4. Review answers to study questions.
5. Review contents of *CCAЕ/Project Success Curriculum Guide*.
6. Discuss purposes and have students make a personal prioritized list.
7. Review *GCSA Contest Manual*.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Oral recitation for motto and creed.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Safety

COMPETENCIES:

- 1.02 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory.
- 1.03 Demonstrate proper procedure to follow in case of fire on-the-job and/or in the career and technical laboratory.
- 1.04 Demonstrate proper procedure to follow in the use of electrical equipment on-the-job and/or in the career and technical laboratory.
- 1.05 Explain the importance and necessity of good safety practices.

GOAL: Given a performance examination, demonstrate proper procedure to follow in case of personal injury, fire and in the use of electrical equipment on-the-job and/or in the career and technical laboratory with 100% accuracy according to the instructor's performance checklist. Given a written exam on safety rules, pass with 100% accuracy.

OBJECTIVES:

1. Review proper procedure to follow in case of personal injury, fire and in the use of electrical equipment on-the-job and/or in the career and technical laboratory. (CT 24, LA)
2. List safety rules for job or career and technical laboratory. (CT 24)
3. Identify personal safety habits to prevent injury. (CT 7, 24, 30, SS)
4. Explain ways to prevent fire. (CT 5, SS)
5. Identify precautions associated with use of electrical tools and equipment. (CT 7, SS)
6. Identify conditions and potential accident situations that can be corrected to prevent accidents. (CT 7, LA, SS)

ACTIVITIES:

Student:

1. Complete questionnaire on proper procedure to follow in each area of safety.
2. Make posters on proper procedure.
3. View video on safety.
4. Demonstrate proper procedures to follow in case of personal injury, fire, and in the use of electrical equipment.
5. Make a computer generated brochure on safety procedures
6. GCSA Contest: First Aid/CPR.

UNIT GUIDE SHEETS

Instructor:

1. Explain safety rules, safety color coding, and safety procedures to follow in cases of personal injury, fire and in the use of electrical equipment.
2. Demonstrate correct procedure for handling emergencies involving personal injury, fire and in the use of electrical equipment.
3. Allow students to role play proper procedures for each type of situation.
4. Critique role playing.
5. Record student participation.
6. Invite a guest speaker from EMT to speak to the students concerning safety in the community.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Performance examination and checklist for demonstration procedures.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Policy/Procedures/Expectations

COMPETENCIES:

- 1.06 Explain the school's policies and rules.
- 1.07 Demonstrate proper procedures to follow in the classroom.
- 1.08 Understand the expectations of the services.

GOAL: Given hypothetical situations, explain the school rules and policies that apply and list the expectations of the program with 100% accuracy.

OBJECTIVES:

1. Describe school policy on absences, tardies, and make-up work. (CV 43, LA)
2. List class rules and explain them. (CT 4, SS)
3. State the importance of following rules and policies. (CT 11, 29, SS)
4. Give examples of consequences of ignoring school rules. (CT 29, LA, SS)

ACTIVITIES:

Student:

1. In groups, read and discuss school policies on absences, tardiness and make-up work.
2. Devise lists of topics for panel discussions.
3. Participate in panel discussion on the importance of following and ignoring school rules.
4. View school's and system's website.
5. GCSA Contest: Prepared Speech.

Instructor:

1. Provide handbooks.
2. Give overview of school policies.
3. Collect materials for group work and panel discussions.
4. Provide guidelines for oral presentations.
5. Provide websites for students.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Youth Organizations

COMPETENCIES:

1.09 Identify the Career and Technical Student Organizations (CTSOs) in the school and the programs they represent.

GOAL: Given the student handbook, describe the available Career and Technical Student Organizations (CTSOs) in the school and the programs they represent with 77% accuracy on an objective examination.

OBJECTIVES:

1. Identify Career and Technical Programs in the school. (CT 2, LA)
2. Name the programs that the CTSOs represent. (CT 16)
3. Relate the purpose of CCAE/PS to GCSA. (CV 52, 59, 15, LA, SS)

ACTIVITIES:

Student:

1. Answer questions on unit contents using student handbook.
2. Review and discuss literature and information from a variety of CTSOs.
3. Collect information about other CTSOs using the Internet.
4. Compare other CTSO's goals with GCSA's goals and objectives.
5. GCSA Contests: Career Exploration Manual, in area related to students' CTAE program.

Instructor:

1. Present unit objectives.
2. Review contents of student handbook.
3. Invite coordinators of other programs to speak about their CTSO.
4. Review answers to study questions.
5. Administer examination.
6. Provide websites on different CTSOs.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Assessment

COMPETENCIES:

1.10 Complete required pre and post assessment tests in reading, math, and language.

GOAL: Given a self-assessment inventory examination, complete the self- assessment, identify three occupations and select a career or vocational path best suited to individual results according to instructor rating sheet.

OBJECTIVES:

1. Define and discuss the terms aptitude, ability, interest, values, perceptions and learning styles. (LA, SS)
2. Relate interest with aptitude to determine realistic career path based on self-assessment. (CT 1, 6, 8, 10, 31, CV 35, LA)
3. Identify preference for working with people, data, or things. (CV 35, 52, LA, MA)
4. Analyze personal assets. (CT 1, 6, CV 35, SS)

ACTIVITIES:

Student:

1. Write definitions for the following terms: aptitude, ability, interest, values, perceptions and learning styles.
2. Complete the self-assessment inventories using a website assessment.
3. Interpret the results of the self-assessment inventory.
4. Identify three occupations that are compatible with student attitudes, abilities, interests, values, perceptions and learning styles.
5. Select Vocational career path.
6. GCSA Contest: Career Exploration Manual.

Instructor:

1. Present information explaining the terms, aptitude, ability, interest, values, perceptions and learning styles.
2. Show an audio-visual presentation of self-assessment.
3. Assign students to write sentences using key words.
4. Review student performance on assignment.
5. Administer the self-assessment inventory (including a learning style inventory).

UNIT GUIDE SHEETS

6. Assist students in scoring the self-assessment inventory.
7. Review results of the inventory with the students.
8. Assist students in selecting appropriate career path.
9. Collect different websites for student's self-assessment.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Self-assessment.

Individualized career path based on self-assessment results.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

INSTRUCTIONAL COMPONENT:

ORIENTATION TO CCAE/PROJECT SUCCESS

Secondary and Postsecondary Options to a Career Plan

COMPETENCIES:

- 1.11 Identify the career plan options that are available in the school.
- 1.12 Identify the postsecondary options available in the community.
- 1.13 Explain the differences between technical school, two-year colleges and four-year colleges.

GOAL: Given results from the career assessment inventory, develop career pathways and select a high school plan of study that is compatible with career path, and complete a blank application to a postsecondary school with 100% accuracy by responding appropriately to each item listed using career pathways information.

OBJECTIVES:

1. Review assessment data. (CT 1, CV 35, SS)
2. Outline career pathways by developing a tentative career plan. (CT 6, 31, CV 36, SS)
3. Investigate how to apply to a postsecondary technical school. (CV 39, SS)
4. Summarize information from individual career pathway. (CV 36, SS)
5. Select appropriate postsecondary technical school, considering tuition, books, financial aid and location. (CV 39, LA, MA)
6. Summarize procedures for completing postsecondary technical school applications. (CV 39)

ACTIVITIES:

Student:

1. List and discuss realistic career pathways based on assessment.
2. Use career resource center to research and report orally on one career area (i.e. families or occupations).
3. Fill in information on career pathways.
4. Match high school Career and Technical program and CTSO with assessment results.
5. Fill in schedule for remaining high school career.
6. Request information and application forms from selected schools.
7. Rank order postsecondary technical school choices.
8. Complete application forms.
9. Match chosen career area with GCSA contest.
10. GCSA Contest: Career Exploration Manual.

UNIT GUIDE SHEETS

Instructor:

1. Employ services of high school counselor to assist in career planning.
2. Explain steps in making career decisions.
3. Utilize community in assisting students in developing high school plan of study.
4. Plan a field trip to the local Department of Labor Center.
5. Plan field trips to different postsecondary schools.
6. Provide for job shadowing opportunities in the communities.
7. Provide a list of guest speakers who will come and discuss their career.
8. Assist students in matching courses with jobs.
9. Present information on applying to a postsecondary technical school.
10. Assign oral presentation topic: My choice of a postsecondary technical school.
11. Evaluate complete application forms.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career pathways.

High school plan of study (indicate on high school schedule).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

CLASSROOM SUCTIVAL TECHNIQUES

INSTRUCTIONAL COMPONENT:

Organization and Time Management

COMPETENCIES:

- 2.01 Define organization and planning skills.
- 2.02 Complete a self-test on organization.
- 2.03 Design a daily to do list to rank priority tasks.
- 2.04 List five suggestions for making the best use of time.
- 2.05 Complete a daily assignment log.
- 2.06 Examine how individual time is utilized by keeping a daily time log for seven days.

GOAL: Given four major factors affecting the assignment of priorities, prepare a list of five activities to be performed for the week in order of priority and identify steps to be taken in a hypothetical emergency situation in order of priority with 90% accuracy according to instructor rating sheet.

OBJECTIVES:

1. Describe organization and planning skills. (CV 51)
2. Develop a list of things to do daily/weekly/monthly.
3. Develop a list of priorities. (CT 10, 20, CV 54)
4. Distinguish priorities. (CT 6, 12, 13)
5. Design a personal plan to manage time. (CV 51)

ACTIVITIES:

Student:

1. Discuss the factors that influence priorities in decision making.
2. Develop a "to do" agenda.
3. Prioritize personal agenda.
4. Keep a seven day time log.
5. Develop techniques for studying various subjects.
6. Make a list of things needed for studying at home and at school.
7. Identify eight steps in planning and organizing events.
8. Identify key factors in making normal and emergency decisions and make a list of five activities to be accomplished for the week in order of priority.
9. GCSA Contest: Most Improved Young Lady or Young Man.

UNIT GUIDE SHEETS

Instructor:

1. Lead class in a discussion of priorities as a daily/weekly/monthly task.
2. Define terms relevant to prioritizing.
3. Select appropriate calendars/materials for prioritizing activity.
4. Provide student agenda books.
5. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component test (written by instructor).
Prioritized activity list for seven day agenda.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CLASSROOM SUCTIVAL
Study Skills

COMPETENCIES:

- 2.07 Compare and contrast good and poor study habits.
- 2.08 Demonstrate the use of study aids (flash cards, divided page, cover card, audio tape, post a list).
- 2.09 Identify ways to improve memory.
- 2.10 Identify effective test-taking skills.
- 2.11 Discuss techniques for studying various subjects.
- 2.12 Identify materials needed for studying at home and at school.

GOAL: Given time management skills, list advantages of using a weekly time plan and develop a personal time plan for the week with 80% accuracy according to instructor evaluation criteria.

OBJECTIVES:

1. Develop and use a daily time plan. (CT 10, CV 51)
2. Predict time-wasting habits and how they can be avoided. (CT 12, SS)
3. Explain the importance of management. (CV 51, CT 20)
4. Identify suggestions for using study time wisely. (CV 51)
5. Design strategies for improving test performance. (CT 6, 9)
6. List materials necessary for studying at home and at school. (CT 12, CV 51)
7. Create an agenda for seven days. (CV 51, CT 31)

ACTIVITIES:

Student:

1. Review management steps and show how they can be applied to the use of time.
2. Prepare a daily time plan.
3. Examine weekly planners that are available commercially.
4. Dramatize how time is wasted by being disorganized.
5. Make a study schedule to help improve use of study time.
6. Maintain a record of test-taking preparation activities.
7. Identify at least three techniques for improving memory.
8. Prepare a GCSA fun activity.
9. GCSA Contest: Creative Problem Solving.

UNIT GUIDE SHEETS

Instructor:

1. Present unit objectives.
2. Develop a bulletin board/learning center on Managing Time.
3. Discuss the use of time management techniques at home.
4. Show students examples of weekly planners.
5. Review student time plans.
6. Review student assignment sheets.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

One week time management plan.
Evaluation of ineffective time allocation.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

CLASSROOM SUCTIVAL TECHNIQUES

INSTRUCTIONAL COMPONENT:

Listening and Note Taking

COMPETENCIES:

- 2.13 Increase active listening skills.
- 2.14 Identify the basic steps to taking good notes.
- 2.15 Demonstrate taking notes from lectures.
- 2.16 Demonstrate taking notes from visual aids.
- 2.17 Identify the main idea in an article.
- 2.18 Identify the important details in an article.
- 2.19 Review note taking techniques (outlining, summarizing, diagramming, mapping and timeline).

GOAL: Given the steps for good note taking, demonstrate proper use by taking notes from lectures, visual aids, and newspaper or magazine articles with 77% accuracy as determined by instructor rating sheet.

OBJECTIVES:

1. List the steps necessary for good note taking. (CT 38, LA, SS)
2. Practice how to take notes from lectures. (CT 4, LA, SS)
3. Demonstrate taking notes from visual aids. (CT 4, LA)
4. Relate the main idea, important details, and the point of an article. (CT 2, CV 38, LA, SS)
5. Review note taking techniques. (CT 1, 4, LA, SS)
6. State behaviors exhibited by a good listener. (CT4, LA)
7. Discuss importance of active listening skills through group activity. (CT 1, 16)
8. Compare and contrast listening and hearing. (CT 4, 8, LA)

ACTIVITIES:

Student:

1. Research methods of note taking.
2. Listen to a lecture and take notes.
3. Take notes from newscast.
4. Use a newspaper or magazine article to identify the main idea.
5. Prepare a formal outline as a way to improve note taking skills.
6. GCSA Contest: Communication Skills.

UNIT GUIDE SHEETS

Instructor:

1. Introduce methods of note taking.
2. Introduce methods of reading for understanding.
3. Explain basic steps to taking good notes.
4. Review outlining and other note taking techniques.
5. Arrange a speaker to help with note taking techniques and active listening techniques
6. Explain blocks to listening.
7. Give examples of how communication is used daily.
8. Review key methods of note taking.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***GOAL SETTING
Priorities***

COMPETENCIES:

- 3.01 Give a definition of values and priorities.
- 3.02 Identify and evaluate behaviors indicating personal values and priorities.
- 3.03 Give characteristics of highly motivated people and role models.
- 3.04 Identify traits and skills that are desired in self.

GOAL: Given behaviors that promote success, prioritize values and behaviors with 85% accuracy according to instructor evaluation criteria.

OBJECTIVES:

1. Diagram behaviors indicating personal values and priorities. (CT 11, 14, 31, CV 41, 48, SS)
2. Summarize the characteristics of highly motivated people. (CT 10, 13, CV 47, 48, SS)

ACTIVITIES:

Student:

1. List definitions of values and priorities.
2. Participate in a question and answer period.
3. Evaluate guest speakers by identifying the characteristics they possess.
4. Complete an online assessment on individual values.
5. GCSA Contest: Most Improved Young Lady/Man.

Instructor:

1. Provide materials listing the definitions of values and priorities.
2. Invite guest speaker to relate personal values and priorities.
3. Encourage participation in question and answer session.
4. Provide online material and websites about values and value assessments.
5. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Written instructional examination (composed by instructor).
Teacher made exam.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**GOAL SETTING
Short-term and Long-term Goals**

COMPETENCIES:

- 3.05 Demonstrate techniques for writing both short-term and long-term goals.
- 3.06 Create evaluation sheets to log goals.
- 3.07 Rewrite goals.

GOAL: Given a review of student's previously stated short-term and long-term goals, evaluate goals for 85% accuracy according to instructor specifications.

OBJECTIVES:

- 1. Describe techniques used in writing short-term and long-term goals. (CT 6, CV 54, LA)
- 2. Write individual short-term and long-term goals. (CT 6, 8, 13, 20, 31, 34, CV 39, 54, LA, SS)

ACTIVITIES:

Student:

- 1. List techniques for writing short-term and long-term goals.
- 2. List individual short-term and long-term goals.
- 3. Create evaluation sheets to log goals.
- 4. GCSA Contest: Career Exploration Manual.

Instructor:

- 1. Review techniques for writing short-term and long-term goals.
- 2. Help students created a list of individual short-term and long-term goals.
- 3. Assist students in evaluation of individual log sheets.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Individual student evaluation log sheets.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**SELF-ASSESSMENT
Maslow's Hierarchy**

COMPETENCIES:

- 4.01 List the levels of Maslow's Hierarchy.
- 4.02 Discuss the levels of Maslow's Hierarchy in relation to the student's life.

GOAL: Given levels of Maslow's Hierarchy, relate these levels to their own life with 80% accuracy on a written exam

OBJECTIVES:

- 1. List the levels of Maslow's Hierarchy. (CT 10, 14, CV 47, 48, LA, SS)
- 2. Identify specific examples of the types of needs in the levels of Maslow's Hierarchy. (CT 10, 14, CV 47, 48, LA, SS)
- 3. Categorize the levels of Maslow's Hierarchy as they relate to the individual student's life. (CT 10, 14, CV 47, 48, LA, SS)

ACTIVITIES:

Student:

- 1. List the levels of Maslow's Hierarchy.
- 2. List specific examples of the types of needs in Maslow's Hierarchy.
- 3. Describe how the levels of Maslow's Hierarchy relate to the student's life.
- 4. Name the kind of car they think matches their image according to Maslow's Hierarchy.
- 5. Write how Maslow's Hierarchy can be helpful in trying to determine a person's motivation.
- 6. GCSA Contest: Most Improved Young Lady/Man.

Instructor:

- 1. Present material on the levels of Maslow's Hierarchy.
- 2. Assist students in listing specific examples of the types of needs in Maslow's Hierarchy.
- 3. Lead a class discussion on how the levels of Maslow's Hierarchy relate to each student's life.
- 4. Assign students to think about and write about how Maslow's Hierarchy is helpful when they are trying to determine a person's motivation.
- 5. Refer to *GCSA Contest Manual*.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Objective instructional component (written by instructor).

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***SELF-ASSESSMENT
Self Portraits***

COMPETENCIES:

4.03 Design a realistic self portrait.

4.04 Formulate a realistic set of short-term and long-term goals for improvement.

GOAL: Given a student self-assessment, design a realistic self portrait, and use this self portrait to determine short-term and long-term goals for improvement according to instructor evaluation criteria.

OBJECTIVES:

1. Identify areas in the self portrait which need improvement. (CT 6, 8, 10, 13, CV 48)

2. Identify short-term and long-term goals to improve each area of need.

(CT 6, 8, 10, 13, CV 48, 54, LA, SS)

ACTIVITIES:

Student:

1. Design a realistic self portrait, discussing specific strengths and weaknesses in the areas of physical, emotional, behavioral, and cognitive growth areas.

2. Determine areas of perceived need in the self portrait.

3. Identify short-term and long-term goals which will help improve areas of need.

4. Determine ways to capitalize on areas of personal strength.

5. GCSA Contest: Most Improved Young Lady/Man.

Instructor:

1. Help student design a realistic self portrait.

2. Discuss the difference in short-term and long-term goals.

3. Help student to recognize areas which need improvement.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Evaluate student self portrait and the goals for improvement.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***SELF-ASSESSMENT
Career Interest***

COMPETENCIES:

- 4.05 Participate in career interest diagnostic testing.
- 4.06 Investigate educational and occupational requirements of possible careers.
- 4.07 Relate self portrait attributes to career interests.
- 4.08 Formulate short-term goals for career exploration.

GOAL: Given an assessment of student career interests, use these results to create a file of educational and occupational requirements of possible careers with 80% accuracy according to instructor evaluation criteria.

OBJECTIVES:

- 1. Select career interests. (CT 31, CV 35, LA, SS)
- 2. Use career interest assessment results to create a file of possible careers. (CT 31, CV 35, 36, LA, SS)

ACTIVITIES:

Student:

- 1. Complete a career interest inventory.
- 2. Use the results of inventory to explore possible careers.
- 3. After researching careers, narrow the list of possible careers.
- 4. Complete the GCIS (Georgia Career Information System) program.
- 5. GCSA Contest: Career Exploration Manual.

Instructor:

- 1. Administer career interest inventory.
- 2. Discuss results with the student.
- 3. Assist student in exploring possible careers by listening to guest speakers, participating in a career day, conducting career interviews, as well as available research materials.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Narrowed list of possible careers.
Educational and occupational requirements for list of possible careers.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***SELF-ASSESSMENT
Behavior and Personality***

COMPETENCIES:

- 4.09 List enhancing and detracting behavior activities.
- 4.10 Describe how behavior might affect self image and how self image might affect behavior.
- 4.11 Relate self portrait attributes to the listed behavioral activities.
- 4.12 List personality strengths and weaknesses.
- 4.13 Set personal short-term and long-term goals for self behavior modifications.

GOAL: Given behavioral activities, determine the effect behavior has on self esteem and vice versa, and develop a plan for self behavior modification according to instructor rating criteria.

OBJECTIVES:

1. Distinguish enhancing and detracting behavior activities. (CT 8, CV 47, LA, SS)
2. Discover the relationship between behavior and self image. (CT 10, CV 48, LA, SS)
3. Modify personal short-term and long-term goals for self behavior modifications. (CT 10, CV 48, LA, SS)
4. Select, develop, outline, and evaluate a self modification plan. (CT 10, 11, CV 47, 48, LA, SS)

ACTIVITIES:

Student:

1. List types of enhancing and detracting behavior activities.
2. Look at the individual self portrait and determine how the listed behavioral activities relate to the self portrait.
3. Write down personal short-term and long-term goals for self behavior modification.
4. GCSA Contest: Job Interview, Extemporaneous Speaking, Leadership Development, Prepared Speech.

Instructor:

1. Present material on behavior activities.
2. Lead class discussion on how behavior might affect self image and vice versa.
3. Help student to develop a realistic view of personal behavior patterns.
4. Present specific cognitive behavior modification strategies and have student rehearse at least one.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Check list of personal short-term and long-term goals for self behavior modifications.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: INSTRUCTIONAL COMPONENT:

SELF-ASSESSMENT Learning Styles

COMPETENCIES:

- 4.14 Complete various learning style inventories.
- 4.15 Utilize learning style inventories to identify best possible strategies for learning.
- 4.16 Identify teaching styles of individual teachers.
- 4.17 Reorganize format of course material to accommodate individual learning style.
- 4.18 Apply learning style preferences to personal and work-related situations.

GOAL: Given the data from various learning style assessments, identify the style that most closely represents the student's personal learning style and demonstrate knowledge of various learning styles with 80% accuracy on a written examination.

OBJECTIVES:

1. Discuss the data from the learning styles assessment. (CT 9, CV 39, LA, MA, SS)
2. Review data obtained from the learning style. (CT 10, CV 50, 53, LA, MA, SS)
3. Develop a study plan based on the learning styles results. (CT 10, CV 50, 53, LA, MA, SS)
4. Discuss the teaching styles of teachers and develop a plan of study for each class.
(CT 10, 11, CV 50, 53, LA, MA, SS)

ACTIVITIES:

Student:

1. Complete a learning styles assessment.
2. Discuss results of the learning styles assessment.
3. Develop a plan for better study skills based on results of the learning styles assessment.
4. List the teaching styles of individual teachers.
5. Create appropriate strategies for learning in each teacher's class using the identified learning style.
6. GCSA Contest: Creative Problem Solving.

Instructor:

1. Explain what learning styles are.
2. Explain how being aware of learning styles can help students' study skills.
3. Develop strategies for learning at work and in school.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Written instructional component examination (written by instructor).
Revised study agenda.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**SELF-ASSESSMENT
*Aptitude***

COMPETENCIES:

- 4.19 Participate in aptitude testing.
- 4.20 Relate personal experiences to aptitude in self portrait.
- 4.21 Relate self portrait attributes to aptitude inventory.
- 4.22 Utilize strength and weakness indicators to plan short-term and long-term goals.

GOAL: Given an assessment of student aptitudes, identify areas of strengths and weaknesses and use these results to plan short-term and long-term goals according to instructor evaluation criteria.

OBJECTIVES:

1. Identify aptitudes. (CT 31, CV 35, LA, SS)
2. Use strength and weakness indicators to plan short-term and long-term goals. (CT 31, CV 35, LA, SS)

ACTIVITIES:

Student:

1. Complete aptitude assessment.
2. Use the results to identify areas of strengths and weaknesses.
3. Keeping strength and weakness indicators in mind, plan short-term and long-term goals.
4. GCSA Contests: Career Exploration Manual, , Extemporaneous Speaking.

Instructor:

1. Administer aptitude assessment.
2. Discuss results with the student.
3. Discuss how strength and weakness indicators can be used to review short-term and long-term goals.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Aptitude strengths and weaknesses.
Short-term and long-term goals.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

SELF-ASSESSMENT
Self Esteem/Concept

COMPETENCIES:

- 4.23 Complete various self esteem/concept inventories.
- 4.24 Relate self portrait attributes to self concept.
- 4.25 Correlate self concept with career success or failure.
- 4.26 Initiate identified personal changes that enhance self image.

GOAL: Given inventory results on student's self esteem, indicate changes to enhance self image.

OBJECTIVES:

1. Relate factors that contribute to positive and negative self image. (CT 11, 14, CV 47, SS)
2. Generate behavioral activities that emphasize self image. (CT 14, CV 48, LA, SS)
3. Summarize the relationship between self image and success or failure. (CT 13, 14, CV 47, LA, SS)
4. Create a plan to enhance self image. (CT 13, CV 47, 48, LA, SS)

ACTIVITIES:

Student:

1. Brainstorm and list factors that contribute to positive and negative self image and identify behavioral activities that emphasize self image.
2. Read materials on self image and self concept.
3. Create a diagram, chart, or picture that shows the relationship between self image and success or failure.
4. Discuss how being prepared for the real world can enhance self image.
5. GCSA Contests: Most Improved Young Lady/Man, Leadership Development, Extemporaneous Speaking, Prepared Speech.

Instructor:

1. Lead a class discussion to brainstorm factors that contribute to positive and negative self image and behavioral activities that emphasize self image.
2. Assign readings.
3. Help students create a website that shows the relationships between self image and success and failure.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Inventory results.

Plan to enhance self image.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER PATHWAYS
Career Exploration

COMPETENCIES:

5.01 Develop an outline for a selected career.

GOAL: Given a selected career based on assessment data, the student will develop an outline with 80% accuracy according to instructor rating guide sheet.

OBJECTIVES:

1. Write a tentative outline. (CT 2, LA)
2. Select a working bibliography on selected career. (CT 1, SS)
3. Identify bibliographical references in media center, career resource center, and career and technical laboratory. (CT 1, 4, LA, SS)

ACTIVITIES:

Student:

1. Review career information on selected career.
2. Summarize career information.
3. Given an outline format, fill in a tentative outline form.
4. Using media and research materials, list bibliographical references in selected career.
5. Write a final outline.
6. GCSA Contests: Career Exploration Manual, Most Improved Young Lady/Man.

Instructor:

1. Discuss components of an outline.
2. Approve tentative outline and references prior to research.
3. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career outlines.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***CAREER PATHWAYS
Program of Study***

COMPETENCIES:

5.02 Select a high school program of study.

GOAL: Given results from the career assessment inventory, the student will select a high school plan of study that is 100% compatible with the selected career pathway.

OBJECTIVES:

1. Compile and review assessment data. (CT 31, CV 35)
2. Design a high school plan of study. (CT 34, CV 36)

ACTIVITIES:

Student:

1. Fill in information on career pathways.
2. Match high school courses with assessment results.
3. Fill in schedule for remaining high school career.
4. GCSA Contests: Career Exploration Manual, Selected CTAE Skills Contest.

Instructor:

1. Utilize high school counselors to assist in career planning.
2. Assist students in developing a high school program of study.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

High school study plan, or TAP.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CAREER PATHWAYS
Program of Study**

COMPETENCIES:

5.03 Develop a career pathway.

GOAL: Given results from the career assessment inventory, the student will develop a career pathway according to instructor evaluation criteria.

OBJECTIVES:

1. Compile and review career assessment data. (CT 31, CV 35)
2. Compare the different types of career pathways. (CT 31, 32, 34, CV 35, 36)

ACTIVITIES:

Student:

1. List and discuss realistic career pathways based on assessment.
2. Research and report orally on career clusters associated with career.
3. Develop a career pathway.
4. GCSA Contest: Career Exploration Manual.

Instructor:

1. Explain steps in making career decisions.
2. Assist students in matching courses with jobs.
3. Present a sample copy of a career pathway.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career pathways.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CAREER PATHWAYS
Career Areas**

COMPETENCIES:

- 5.04 Develop a career exploration manual.
- 5.05 Develop a career portfolio.

GOAL: Given an outline of a selected career, the student will develop a career manual based on criteria stated in the *GCSA Contest Manual*.

OBJECTIVES:

- 1. List five sections of the career manual (i.e. introduction, body, conclusion, bibliography, and glossary). (CT 1, 2, CV 35, LA, SS)
- 2. Organize research notes to support career outline. (CT 2, 5, 22, CV 39, 40, 41, LA, SS)
- 3. Organize career manual sections according to outline. (CT 5, CV 36, LA, SS)
- 4. Identify bibliographical references in media center, career resource center, and/or career and technical laboratory. (LA, SS)

ACTIVITIES:

Student:

- 1. Review career manual exploration rules from *GCSA Contest Manual* and develop checklist for rating career manual.
- 2. Using outline and career pathways developed in Unit 1, draft first copy of career manual.
- 3. Review manual for agreement with grammar, spelling and format requirements.
- 4. Write second draft.
- 5. Collect and organize materials for portfolio.
- 6. GCSA Contest: Career Exploration Manual.

Instructor:

- 1. Explain procedure for writing career manual.
- 2. Post student checklist related to writing career manuals requirements from *GCSA Contest Manual*.
- 3. Correct and comment on first draft of career manual.
- 4. Check manuals for mechanics.
- 5. Explain procedure for writing a portfolio.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career manual meeting requirements specified in *GCSA Contest Manual*.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER PATHWAYS
Other School to Career Pathways

COMPETENCIES:

5.06 Describe alternative options for exploring a career area.

GOAL: Given the selected area, the student will investigate an alternative option for career possibilities.

OBJECTIVES:

1. Describe each option: job shadowing, internship, Tech Prep, youth apprenticeship, cooperative program, postsecondary institutions, mentoring. (CT 27, 31, 32, 34, CV 35, 36, 39)

ACTIVITIES:

Student:

1. Investigate job shadowing.
2. Role play job shadowing and mentoring situations.
3. Visit businesses and industries.
4. Visit job sites in career area.
5. Interview resource speakers (example: Youth Apprenticeship Coordinator)
6. Create group/individual projects as related to career area.
7. GCSA Contest: Career Exploration Manual, Entrepreneurship.

Instructor:

1. Present information on alternative options for exploring a career area.
2. Invite guest speakers.
3. Lecture on each option.
4. Collaborate with coordinators.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career manual.

Portfolio.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: **PREPARATION FOR CO-CURRICULAR ACTIVITIES**
INSTRUCTIONAL COMPONENT: *Georgia Career Student Association (GCSA)*

COMPETENCIES:

6.01 Describe the characteristics and skills of a good leader; identify various leaders according to instructor evaluation criteria.

GOAL: Given characteristics and skills of a good leader, the student will identify various leaders according to instructor evaluation criteria.

OBJECTIVES:

1. Define leadership. (CT 15, CV 59)
2. Illustrate various types of leadership behaviors. (CT 28, CV 41, 43, 52, 59)
3. Select local community leaders to interview, invite as guest speakers, or visit at worksite. (CT 27, 28, 29)

ACTIVITIES:

Student:

1. Identify a famous person who is considered a leader and read his/her biography.
2. Write a one-page essay on the biography.
3. Identify and discuss leadership traits this person possesses.
4. Report orally on interviews with local community leaders.
5. GCSA Contests: Leadership Development, Opening and Closing Ceremony.

Instructor:

1. Lead the group to brainstorm the qualities of good leaders.
2. Assign students to groups to report on and interview local community leaders.
3. Assist students in setting up interviews.
4. Provide students with an outline of suggested interview questions.
5. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Group reports on interviews with community leaders.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: **PREPARATION FOR CO-CURRICULAR ACTIVITIES**
INSTRUCTIONAL COMPONENT: *Georgia Career Student Association (GCSA)*

COMPETENCIES:

6.02 Explain the purpose of parliamentary procedures, constitutions, and by-laws for the organization.

GOAL: Given three motions in conducting a meeting, the student will demonstrate proper use of parliamentary procedures in resolving the motions according to Robert's Rules of Order (i.e. order of business, various materials, when to make motions) with 80% accuracy according to instructor rating sheet.

OBJECTIVES:

1. Explain why rules of parliamentary procedure were developed. (CV 59)
2. Describe *Robert's Rules of Order*. (CV 59)
3. Differentiate various motions (main motion, secondary motions, amendments, and a motion to postpone, refer to committee, limit debate, table, appeal, division, suspending the rules). (CV 59)
4. Conduct a meeting demonstrating the necessary taps used in parliamentary procedures. (CT 15, 21, 22, CV 50, 59, LA)

ACTIVITIES:

Student:

1. Report orally on key rules in *Robert's Rules of Order*.
2. Role play procedures for handling various kinds of motions.
3. Demonstrate taps used in parliamentary procedures.
4. Role play conducting a mock GCSA meeting according to *Robert's Rules of Order*.
5. GCSA Contests: Opening and Closing Ceremony, Leadership Development.

Instructor:

1. Assign group reports on *Robert's Rules of Order*.
2. Demonstrate and allow students to identify various kinds of motions.
3. Demonstrate and allow students to identify various kinds of taps.
4. Video tape simulated GCSA meetings.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Intervention/GCSA checklist with meeting problems involving parliamentary procedures.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: **PREPARATION FOR CO-CURRICULAR ACTIVITIES**
INSTRUCTIONAL COMPONENT: **Other Career and Technical Student Organizations**

COMPETENCIES:

6.03 Name and describe the nationally and state recognized Career and Technical Student Organizations (CTSOs).

GOAL: Given the nationally recognized Career and Technical Student Organizations, the student will identify and discuss which CTSOs are active at the local high school with 85% accuracy according to instructor evaluation criteria.

OBJECTIVES:

1. Identify types of CTSOs. (CV 59)
2. Describe the purposes of a CTSO. (CV 59, SS)
3. Explain similarities and differences in local CTSOs. (CV 59)

ACTIVITIES:

Student:

1. List functions and purposes of CTSOs.
2. Identify local CTSOs, and list membership qualifications for each.
3. Join at least one local CTSO.
4. Explain how a treasury works in a CTSO.
5. Explain why records are necessary for activities in a CTSO.
6. Write to at least one CTSO other than GCSA for additional information.
7. GCSA Contest: Skills Contests for student's CTAE area of interest.

Instructor:

1. Present material on CTSOs.
2. Invite local CTSO representative to speak to the class.
3. Provide contact information for the national headquarters of each CTSO.
4. Encourage local CTSO membership.
5. Conduct various activities with local CTSOs in your school (i.e. picnic, installation ceremony, building a homecoming float, fashion show).

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Report on local CTSOs and presentation.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: **PREPARATION FOR CO-CURRICULAR ACTIVITIES**
INSTRUCTIONAL COMPONENT: *Other Career and Technical Student Organizations*

COMPETENCIES:

- 6.04 Identify the duties and responsibilities of each officer within a CTSO.
- 6.05 Organize a positive campaign for officers of the respective CTSO.

GOAL: Given an examination of by-laws of selected CTSO's, identify the duties and responsibilities of each officer, and discuss the role of by-laws in a CTSO with 80% accuracy according to instructor checklist.

OBJECTIVES:

- 1. List officers in various CTSOs. (CV 59)
- 2. Relate the duties and responsibilities of officers in CTSOs. (CV 59)
- 3. Illustrate the importance of by-laws for an organization. (CV 59)
- 4. Serve on committees for respective CTSOs. (CV 52, 59, LA, SS)
- 5. Participate in respective CTSO officers' installation ceremony. (CV 59)
- 6. Attend and participate in respective CTSO officer training workshops. (CV 59)

ACTIVITIES:

Student:

- 1. Choose one career and technical program and identify the associated CTSO; visit websites if possible.
- 2. List and define all CTSO officers.
- 3. Read and discuss the GCSA by-laws.
- 4. Discuss functions of committees, subcommittees, and other support roles.
- 5. Campaign and run for a CTSO office.
- 6. GCSA state officer elections.

Instructor:

- 1. Present material on CTSO officers and by-laws.
- 2. Lead discussion of CTSO by-laws and their importance.
- 3. Encourage CTSO committee sign-up.
- 4. Hold election of GCSA officers after student campaign.
- 5. Present GCSA State Conference video.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Checklist of CTSO officer duties and responsibilities and CTSO by-laws with the use of literature.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: **PREPARATION for CO-CURRICULAR ACTIVITIES**
INSTRUCTIONAL COMPONENT: **Leadership through CTSOs**

COMPETENCIES:

6.06 Describe how leadership traits and skills can be applied to work situations.

GOAL: Given role plays on leadership traits and skills, the student will identify how these traits and skills can be applied to work situations four out of five times.

OBJECTIVES:

1. Review leadership traits and skills. (CT 15, CV 59)
2. Describe how leadership traits and skills can be applied to work situations. (CV 52, 59)
3. Interview various employers to determine which leadership traits and skills are most useful on the job. (CT 16, 29, CV 38, 43, 44, 59, LA, SS)

ACTIVITIES:

Student:

1. List and discuss leadership traits and skills.
2. Interview employers and obtain information on which leadership traits and skills they deem useful on-the-job.
3. Discuss ways to apply leadership traits and skills in work situations.
4. Role play leadership traits.
5. GCSA Contests: Leadership Development, Opening and Closing Ceremony.

Instructor:

1. Present material leadership traits and skills.
2. Assign students various employers to interview.
3. Lead group discussion on how to apply leadership traits and skills in a work situation.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Role play work situations where leadership traits and skills can be applied.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

PREPARATION for CO-CURRICULAR ACTIVITIES

INSTRUCTIONAL COMPONENT:

CTSO Contests

COMPETENCIES:

- 6.07 Plan school and community projects.
- 6.08 Participate in CTSO committees and projects.
- 6.09 Demonstrate teamwork for a common goal.

GOAL: Given a GCSA Contest Manual containing criteria for school and community projects, the student will select, plan, and implement one school and one community project with 80% accuracy according to instructor rating sheet.

OBJECTIVES:

- 1. Generate ideas for school and community projects. (CT 8, SS)
- 2. Identify criteria for school and community projects. (CT 8, CV 59)
- 3. Apply ideas and criteria for projects; select a school and community project to prepare for competition. (CT 15, 16, CV 54, LA)
- 4. Implement projects. (CV 50, SS)

ACTIVITIES:

Student:

- 1. Choose a school and community project from idea list.
- 2. Outline the project activities and schedule.
- 3. Using teamwork, implement activities for projects.
- 4. Enter projects in GCSA competition.
- 5. Discuss how helping others can be rewarding.
- 6. GCSA Contests: Community/Civic Awareness, School Project.

Instructor:

- 1. Present information on project from *GCSA Contest Manual*.
- 2. Allow students to brainstorm ideas for school and community projects, and view sample projects.
- 3. Coordinate with other areas (academic and career and technical).
- 4. Monitor student progress.
- 5. Evaluate projects.
- 6. Lead student evaluation of projects.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

School and community project (criteria from *GCSA Contest Manual* used in checklist developed by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: *PREPARATION for CO-CURRICULAR ACTIVITIES*
INSTRUCTIONAL COMPONENT: *Public Speaking*

COMPETENCIES:

- 6.10 Demonstrate public speaking as an important element of effective leadership.
- 6.11 Make oral informative presentations to GCSA or a CTSO.

GOAL: Given components of speech delivery, the student will prepare and deliver informal presentations to GCSA or other respective CTSOs with 80% accuracy according to speech rating sheet.

OBJECTIVES:

- 1. Define an effective public speaker. (CV 47, 50, LA)
- 2. Relate the importance of the use of public speaking in leadership roles. (CT 15, 16, CV 50, 52, 59, LA)
- 3. Predict key elements needed to prepare and deliver a public presentation. (CV 50, LA)
- 4. Prepare and deliver an oral presentation. (CV 50, LA)

ACTIVITIES:

Student:

- 1. Brainstorm ways for a speaker to make a point.
- 2. List qualities and traits of an effective presenter.
- 3. Outline the message for the oral presentation.
- 4. Deliver oral presentation to the class.
- 5. Deliver presentation in the GCSA Public Speaking Contest.
- 6. Evaluate constructive feedback and apply to next presentation.
- 7. GCSA Contest: Public Speaking.

Instructor:

- 1. Present material on effective public speaking.
- 2. Invite an officer of a CTSO to deliver a presentation on the usefulness of effective public speaking skills.
- 3. Assign students a topic on which to prepare and deliver an oral presentation.
- 4. Encourage student participation in the GCSA Public Speaking Contest.
- 5. Video tape oral presentations.
- 6. Provide constructive feedback to student presentations.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Oral presentation (checklist for evaluation developed from the *GCSA Contest Manual*).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Basic Teamwork Skills

COMPETENCIES:

- 7.01 Describe respect for supervisor and appropriate interactions.
- 7.02 Identify advantages of co-worker courtesy.
- 7.03 Identify advantages of positive customer interactions.

GOAL: Given a hypothetical situation, the student will list five appropriate ways to interact with supervisors in the workplace. Given examples of interactions in the workplace, the student will identify consequences of positive and negative customer interactions with 80% accuracy on a written or oral exam.

OBJECTIVES:

- 1. Define cooperation, initiative, respect, chain of command. (CT 14)
- 2. Identify ways employees should communicate problems on-the-job. (CT 4, 7, 14, CV 41, SS)
- 3. Identify ways employers should respond to employees' concerns. (CT 29, CV 42, 43)
- 4. Point out advantages of teamwork in the workplace. (CT 15)
- 5. Relate how negative customer interactions may affect the workplace. (CT 17, 18)
- 6. Explain the "customer is always right" policy. (CT 18)

ACTIVITIES:

Student:

- 1. Define initiative, cooperation, and teamwork in the workplace.
- 2. Discuss the advantages of good customer service.
- 3. List strategies to communicate concerns to the employer.
- 4. List strategies to handle conflict with other employees.
- 5. Role play situations that may cause negative customer interactions.
- 6. List strategies to avoid negative customer interactions.
- 7. Describe personal experiences with good and poor customer service.
- 8. GCSA Contest: Creative Problem Solving.

Instructor:

- 1. Discuss positive attitudes in the workplace.
- 2. Explain grievance procedures in the workplace.
- 3. Discuss teamwork and list advantages.

UNIT GUIDE SHEETS

4. Describe the “customer is always right” philosophy.
5. Refer to *GCSA Contest Manual*.
6. Relate personal experiences with good and poor customer service.
7. Administer test.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Basic Employee Responsibilities

COMPETENCIES:

- 7.04 Give examples of integrity and honesty in the workplace.
- 7.05 Adhere to attendance and punctuality guidelines in work and school.
- 7.06 Construct rationale for compliance with company policies.

GOAL: Given scenarios, which depict appropriate and inappropriate work-related behaviors, the student will identify appropriate behaviors with 100% accuracy.

OBJECTIVES:

- 1. Define integrity and honesty as they relate to the workplace. (CT 6, 7, 13, 14)
- 2. Identify the consequences of employees displaying unethical behaviors in the workplace. (CT 11)
- 3. Identify reasons why good attendance and punctuality are important behaviors to display in the workplace. (CV 43)
- 4. Relate reasons why following company policies are important. (CT 26, 27, 28, 29, 33)

ACTIVITIES:

Student:

- 1. Examine scenarios in which employees display unethical and ethical behavior.
- 2. List consequences to employee and employer relationships when a worker is late or absent.
- 3. GCSA Contests: Creative Problem Solving, Job Interview, Leadership Development.

Instructor:

- 1. Discuss ethical behaviors in the workplace.
- 2. Discuss importance of having good attendance and being punctual in the workplace.
- 3. Create scenarios leading to a choice of ethical and unethical workplace behavior.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Scenario identification.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Basic Employee Responsibilities

COMPETENCIES:

7.07 Summarize laws that control drug abuse in the workplace.

GOAL: Given a written exam, the student will describe drug awareness for the workplace, drug testing for employment, and employee and employer rights with 85% accuracy on an objective examination.

OBJECTIVES:

1. Explain the following terms: narcotics, alcoholics, passive smoking, addiction, depressants, over-the-counter (OTC) drugs. (CT 30, CV 48, LA)
2. Discuss the effects of marijuana, cocaine, inhalants and steroids to the body. (CT 30, CV 48)
3. List the common drugs found in the workplace. (CT 30, CV 48)
4. Locate local substance abuse treatment facilities and the services provided. (CT 30, CV 48)
5. Discuss ways random drug testing is implemented on-the-job. (CT 30, CV 43, 48)
6. Relate legal penalties for drug possession and use. (CT 30, CV 48)

ACTIVITIES:

Student:

1. Define terms that relate to drug abuse.
2. Write a research report about one of the common drugs found in the workplace.
3. Role play attitudes held about drug abuse.
4. Discuss substance abuse treatments available for people experiencing drug abuse and addiction.
5. Interview local employers that use random drug testing.
6. Explain penalties for drug possession and use.
7. Explain the Food and Drug Administration's purpose.
8. Discuss ways random drug testing may be implemented on-the-job.
9. GCSA Contests: Creative Problem Solving, Job Interview, Leadership Development, First Aid/CPR.

Instructor:

1. Present information that relates to the drugs commonly found in the workplace.
2. Invite the DARE police officer to speak to the class.
3. Arrange media center, computer and Internet time for student research.

UNIT GUIDE SHEETS

4. Arrange speakers from a drug-counseling program.
5. Explain substance abuse treatments.
6. Invite speaker (local employer, police, and lawyer) to discuss random drug testing and penalties for drug use and possession.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Develop a written exam checklist for student oral reports.
Develop a written exam on using awareness for the workplace.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Basic Employer Assurances

COMPETENCIES:

- 7.08 Describe affirmative action as it applies to Title II, Title VI, Title IX, Section 504, and ADA.
- 7.09 Identify examples of harassment in the workplace and relate to legal consequences.
- 7.10 Examine gender equity and accessibility equity in the workplace.

GOAL: Given performance test or basic assurance performances, the student will distinguish between equity and equality; identify legislation enacted to guarantee equity at 80% accuracy.

OBJECTIVES:

- 1. Define equality, equity, accessibility, gender and disability. (CV 44, CV 55)
- 2. Defend gender equity in the workplace. (CV 44, 45, 55)
- 3. Outline ways people with disabilities are guaranteed equal access. (CT 14, CV 55, SS)

ACTIVITIES:

Student:

- 1. Discuss definitions: equality, equity, accessibility, gender, disability, and other relative policies/laws.
- 2. Develop questionnaire to survey employers' practices regarding equity.
- 3. Distribute survey to local employers and ask questions about equity in the workplace.
- 4. Discuss results of survey.
- 5. Discuss relevant legislation.
- 6. Identify ways the legislation has helped individuals who are physically and/or mentally challenged.
- 7. Research affirmative action plan for local school system.
- 8. Plan and record a three minute skit on equity in the workplace.
- 9. Discuss ways in which harassment creates problems in the workplace.
- 10. Using the newspaper, clip articles that involve harassment in the workplace, and share it in class.
- 11. GCSA Contests: Creative Problem Solving, Leadership Development.

Instructor:

- 1. Invite an employer to discuss equity in the workplace.
- 2. Invite the Special Education Supervisor to talk about ADA and Section 504.
- 3. Facilitate discussions in class about ADA, Section 504, and Title II.

UNIT GUIDE SHEETS

4. Arrange to collect and compile data from survey.
5. Show video clips created by students.
6. Invite an employee with a disability to speak about the challenges and opportunities in the workplace.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Written examination.

Checklist on student generated survey.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Multicultural Diversity

COMPETENCIES:

- 7.11 Research the meaning of culture and diversity as related to a given population.
- 7.12 Examine personal culture from other perspectives.
- 7.13 Examine activities that highlight other cultures' lifestyles, artistic, historical, and literary contributions.

GOAL: Given a research assignment, the student will identify cultural standards in regards to lifestyle, artistic, historical and literary contributions in one culture that is different from student's own with 80% accuracy according to instructor criteria.

OBJECTIVES:

1. Define: diversity, culture, custom, stereotype, role, tolerance, and discrimination. (CT 17, CV 55)
2. Examine cultural differences in the community and school. (CT 17, CV 55)
3. Summarize advantages of a diverse community and workplace. (CT 17, CV 55)
4. Discriminate acts of prejudice. (CT 17, CV 55)

ACTIVITIES:

Student:

1. Discuss the following terms: diversity, culture, custom, stereotype, role, tolerance, discrimination and prejudice.
2. Describe different cultures in the community.
3. Interview a person in your school or community whose culture is different.
4. List advantages of a diverse community.
5. Identify personal prejudices towards other cultures.
6. Visit an ethnic restaurant to investigate food alternatives.
7. Plan a "cultural fest" as a school or community project.
8. GCSA Contests: Creative Problem Solving, Community/Civic Awareness.

Instructor:

1. Invite speakers from different cultures to give presentations.
2. Analyze acts of prejudice.
3. Discuss GCSAbulary.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Research assignment.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Multicultural Diversity

COMPETENCIES:

- 7.14 Identify strategies to incorporate sensitivity for other cultures.
- 7.15 Identify community action projects and community members of diverse backgrounds.

GOAL: Given an oral examination, student will identify five community groups or projects that involve diverse backgrounds with 80% accuracy.

OBJECTIVES:

- 1. Define the terms culturally sensitive and politically correct and how they change over time. (CT 17, CV 55)
- 2. Point out community events/situations that may offend others. (CT 17, CV 55)
- 3. Identify organizations/ groups in local community that promote diversity. (CT 17, CV 55)
- 4. Outline national groups that promote diversity. (CT 17, CV 55)
- 5. Survey the school climate in regards to diversity. (CT 17, CV 55)

ACTIVITIES:

Student:

- 1. Develop a personal opinion about the cultural climate in the community.
- 2. Create a questionnaire to determine the school climate in regards to diversity and tolerance.
- 3. Circulate the questionnaire and collect data from students.
- 4. Compile the data.
- 5. Discuss results of the questionnaire.
- 6. Publish the results in the school newsletter or on the GCSA website.
- 7. Interview teachers/community leaders about the response to the questionnaire.
- 8. Compare and contrast student opinions with results of questionnaire.
- 9. GCSA Contests: Creative Problem Solving, Community/Civic Awareness.

Instructor:

- 1. Discuss tolerance, cultural sensitivity, and political correctness.
- 2. Invite community elected officials to discuss the diverse population.
- 3. Facilitate the creation, distribution and tabulation of the surveys.
- 4. Facilitate the discussion of the questionnaire results.
- 5. Review published results.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Develop objective test on unit.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Multicultural Diversity

COMPETENCIES:

- 7.16 Identify advantages for diversity within the workplace.
- 7.17 Investigate ways that appreciation of diversity builds self esteem.

GOAL: Given a written examination, the student will identify three advantages for diversity in the workplace and identify three ways appreciation of diversity build self esteem with 100% accuracy according to instructor criteria.

OBJECTIVES:

- 1. Explain advantages of diversity in the workplace. (CT 17, CV 55)
- 2. Point out ways diversity in the workplace may increase self esteem. (CT 17, CV 55)
- 3. Relate self esteem values to workplace behavior. (CT 17, CV 55)

ACTIVITIES:

Student:

- 1. List some advantages of diversity in the workplace.
- 2. Define self esteem, self-worth, and values.
- 3. Interview employers about the advantages of diversity in the workplace.
- 4. Prepare a school display on diversity.
- 5. GCSA Contests: Creative Problem Solving, Job Interview.

Instructor:

- 1. Gather material and resources on diversity for use by students.
- 2. Review definition of self esteem.
- 3. Provide names of local employers to interview.
- 4. Locate bulletin board or display case.
- 5. Administer evaluation.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

WORK-RELATED BEHAVIORS
Conflict Resolution

COMPETENCIES:

- 7.18 Define conflict and conflict resolution.
- 7.19 Identify positive and negative styles of resolving conflicts and their effectiveness.
- 7.20 Apply resolution techniques to everyday interpersonal conflicts at school and work settings.

GOAL: Given an examination of ways to deal with conflict, the student will practice positive conflict resolution with 80% accuracy according to instructor criteria.

OBJECTIVES:

- 1. Role play positive conflict resolution. (CT 7, 8, 19, SS)
- 2. Practice positive conflict resolution. (CT 7, 8, 19, SS)

ACTIVITIES:

Student:

- 1. Discuss ways to deal with conflict.
- 2. Role play conflict situations and practice positive conflict resolution.
- 3. Take an active role in peer group conflict resolution.
- 4. GCSA Contests: Creative Problem Solving, Leadership Development.

Instructor:

- 1. Lead a discussion on why the student should know how to solve conflicts and how a positive attitude helps to solve conflict.
- 2. Present material on how to deal with various types of conflict.
- 3. Assign peer groups to help deal with conflict resolution, setting guidelines and boundaries.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Use a checklist to evaluate role plays.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CAREER READINESS
*Finding a Job***

COMPETENCIES:

8.01 List formal and informal job/career information sources within the community.

GOAL: Given formal and informal job/career information sources identify five community resources with 85% accuracy.

OBJECTIVES:

1. Distinguish between a career and a job. (CT 9, 32, 34, CV 35, LA, SS)
2. Explain career clusters. (CT 2, CV 35, 50, LA, SS)
3. Distinguish exploratory work experience and general work experience. (CT 16, 29, 31, CV 35, 40, 41, 52, 58, LA, SS)
4. List job placement strategies offered by private and public employment agencies. (CT 1, 5, 9, 25, CV 39, LA, SS)

ACTIVITIES:

Student:

1. Given a newspaper or yellow pages, identify five job placement agencies or programs within the community.
2. Develop job lead index cards to organize job lead information sources.
3. Brainstorm advantages and disadvantages of each job resource.
4. Develop a networking chart of relationships, friends, and contacts in the world of work.
5. GCSA Contests: Career Exploration Manual, Career Profile Portfolio.

Instructor:

1. Present overview of job sources in the community.
2. Explain how to identify job sources using a newspaper or yellow pages.
3. Invite an employment agency counselor to speak to the class on services, fees, and procedures.
4. Review *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Student portfolio of job resources.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER READINESS
Job Application, Interview and Résumé

COMPETENCIES:

8.02 Complete a job application form.

GOAL: Given a blank job application form, complete the form by responding appropriately to each item using criteria in the *GCSA Contest Manual* with 100% accuracy.

OBJECTIVES:

1. Label parts of job application forms and the importance of each. (CT 1, 9, 16, CV 38, LA, SS)
2. Paraphrase procedures for filling out a job application in writing and on the computer. (CT 1, 2, 4, 5, 33, CV 38, 50, LA, SS)
3. Relate rationale for neatness, handwriting legibility, spelling accuracy and information completeness on the application form. (CT 1, 2, 4, 5, 9, 33, CV 38, LA, SS)

ACTIVITIES:

Student:

1. Devise chart in notebook to compile suggestions for filling out job application form using *GCSA Contest Manual* as a source for suggestions.
2. Complete an application form using chart as guide.
3. Discuss with partner how application form can be improved.
4. Rewrite a job application using corrective feedback provided.
5. Enter and print job application information such as vital statistics on computer for on-site reference.
6. Complete a job application on the computer.
7. Collect information needed for job application, such as references' names, addresses, telephone numbers, etc., in a retrievable fashion.
8. GCSA Contests: Job Interview, Communications Skills.

Instructor:

1. Present suggestions for filling out application forms including *GCSA Contest Manual* criteria.
2. Arrange for an employment specialist, writing consultant, or employment counselor to speak on how information collected in the job application is perceived and judged by the prospective employer and why neatness, legibility, and completeness contribute to interview and employment decisions; address the importance of additional request for information by the prospective employer to the hiring process.

UNIT GUIDE SHEETS

3. Past examples of student work as models.
4. Provide constructive feedback on draft applications completed by students.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Compliance with job application forms using *GCSA Contest Manual* criteria.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CAREER READINESS
*Job Application, Interview and Résumé***

COMPETENCIES:

8.03 Demonstrate job interview skills.

8.04 Demonstrate proper dress and grooming for a job interview.

GOAL: Given a job interview scenario sheet, role play an interview situation. The interview will be rated using criteria stated in the *GCSA Contest Manual*.

OBJECTIVES:

1. Explain criteria in the *GCSA Contest Manual* on job interview contest rating sheet. (CT 2, 4, 5, 15, 31, 33, 34, CV 38, 40, 42, LA, SS)
2. Explain the importance of proper dress and grooming for a job interview. (CT 33, CV 38)
3. Outline verbal and gesture behaviors that should be demonstrated in effective interviews. (CT 4, 33, CV 50, LA)

ACTIVITIES:

Student:

1. View video/DVD on interviews.
2. Discuss appropriate and inappropriate dress and grooming.
3. Use checklist provided by teacher to identify appropriate dress and grooming.
4. Present interview simulation activities.
5. Take notes for interview preparation in notebook.
6. Practice interviews with another student or personnel manager from local industry.
7. Videotape an interview for a job.
8. Discuss constructive feedback and apply to another interview rehearsal.
9. GCSA Contests: Job Interview, Extemporaneous Speaking, Video Production.

Instructor:

1. Generate checklist on appropriate dress and grooming for interviews.
2. Show video on interviewing.
3. Present material on job interview skills.
4. Provide sample interview questions.
5. Provide job interview situation for student to role play.

UNIT GUIDE SHEETS

6. Playback and critique role playing as a class.
7. Arrange for practice interviews with local business and industry human resource managers.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Mock interview.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER READINESS
Job Application, Interview and Résumé

COMPETENCIES:

8.05 Prepare a personal job search and marketing strategy including résumé preparation and production, web page design, letter writing, and networking.

GOAL: Given personal data, write a résumé using correct form and style according to instructor rating sheet.

OBJECTIVES:

1. Identify personal data topics. (CT 2, 33, CV 38, 50, LA)
2. Explain terms such as career objective, honors, activities, work experience, hobbies and references. (CT 2, 5, 33, CV 38, 50, LA)
3. Identify proper form for résumés. (CT 2, 5, 6, 9, 33, CV 38, 50, 54, LA)
4. Demonstrate form and style requirements of résumés (i.e. grammar, mechanics and GCSAbulary). (CT 2, 5, 33, CV 38, 50, LA)

ACTIVITIES:

Student:

1. Review and discuss model résumé.
2. Write a definition for each personal data topic.
3. Respond orally to topics by sharing personal answers to topics.
4. Practice writing résumé by referring to the model.
5. Check grammar, GCSAbulary, mechanics and form.
6. Enter résumé on computer.
7. GCSA Contests: Communication Skills, Word Processing, Job Interview.

Instructor:

1. Present information on writing a résumé.
2. Incorporate information on networking with other in-class activities.
3. Review rules of grammar, spelling and mechanics.
4. Assign student to give oral reports responding to each type of personal data topics.
5. Allow students to critique oral presentations.
6. Refer to *GCSA Contest Manual*.
7. Critique résumé using instructor's checklist.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Résumé personal data topic.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER READINESS
Job Application, Interview, and Résumé

COMPETENCIES:

8.06 Write a letter of application or job inquiry.

GOAL: Given a job description from a local industry and using the checklist for a letter, write a letter of application/inquiry to the local industry.

OBJECTIVES:

1. Identify parts of a letter of application. (CT 2, 5, 33, CV 38, 46, 50, LA)
2. Explain procedure for writing a letter of application/inquiry. (CT 2, 5, 9, 16, CV 38, 50, LA)
3. Explain format and style requirements for effective letters of application/inquiry (i.e. neatness, format, accuracy, mechanics, GCSAbulary). (CT 2, 5, 9, 16, CV 38, 50, LA)

ACTIVITIES:

Student:

1. Define difference between letters of approach/inquiry versus letter responding to a job posting.
2. List and define parts of letter of application.
3. Fill in appropriate parts of a sample letter.
4. Review rules of usage.
5. Write first copy of letter, critique draft and correct draft.
6. Type or key final copy of letter of application/inquiry.
7. GCSA Contests: Word Processing, Communications Skills, Job Interview.

Instructor:

1. Explain proper procedure for writing a letter of application and inquiry.
2. Discuss and distribute the checklist for writing letter of application and distribute.
3. Present major points of letter of inquiry and letter of response.
4. Review rules of grammar, spelling and mechanics for letter writing.
5. Rate letters using instructor's checklist.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Letter of application/inquiry.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CAREER READINESS
Job Application, Interview and Résumé

COMPETENCIES:

- 8.07 Write interview/inquiry follow-up letter.
- 8.08 Make interview/inquiry follow-up call.

GOAL: Given a job discussion with a prospective employer, follow-up by writing a letter according to criteria presented in writing business letters and by making a telephone call according to criteria in instructor's checklist.

OBJECTIVES:

1. Explain the purpose of and procedure for writing a follow-up letter and making a follow-up telephone call after contacting a prospective employer. (CT 2, 5, 9, 16, 33, CV 38, 50, LA, SS)

ACTIVITIES:

Student:

1. Review information on job discussion follow-up techniques.
2. Write sample follow-up letters from models.
3. Practice follow-up telephone call using a videotape model.
4. Role play follow-up telephone calls with another student.
5. GCSA Contests: Communication Skills, Word Processing, Job Interview.

Instructor:

1. Present information on interview follow-up techniques.
2. Provide follow-up telephone situation for students to role play.
3. Present illustration on proper procedure of letter writing.
4. Playback and critique video role playing as a class.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Follow-up typed letter

Follow-up telephone call: Greeting, Concise statement of purpose, Response,
Closing statement

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CAREER READINESS
Paycheck and Deductions**

COMPETENCIES:

- 8.09 Explain payroll deductions; determine gross and net wages.
- 8.10 Identify tax withholding.
- 8.11 Identify employer required contributions.
- 8.12 Identify employee elected deductions and benefits.

GOAL: Given a pay stub with tax abbreviations, identify types of taxes people pay with 80% accuracy on objective examination.

OBJECTIVES:

- 1. List two deductions that an employer makes from a paycheck. (CT 1, 3, 9, CV 42, 53, 56, 57, LA, MA, SS)
- 2. Explain the reasons for various paycheck deductions that an employer makes from a paycheck. (CT 1, 2, 9, 16, 21, CV 42, 50, 53, 56, 57, LA, MA)
- 3. Discriminate between government-provided benefits and employee-elected benefits. (CT 2, 5, 21, CV 42, 57, LA, MA, SS)

ACTIVITIES:

Student:

- 1. Read material on payroll deductions, taxes, and wages.
- 2. Discuss the three types of payments made to employees.
- 3. Complete math skills related to payroll deductions and taxes.
- 4. GCSA Contest: Mathematical Concepts.

Instructor:

- 1. Present oveCTIew.
- 2. Explain the three types of payments made to employees.
- 3. Assign math skills activities.
- 4. Gather reading material on payroll deductions, taxes and wages.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

LEVEL II: CAREER AND TECHNICAL RELEVANCE

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***REVIEW OF ORIENTATION
Expectations/Procedures***

COMPETENCIES:

9.01 Understand the expectations of CCAE/Project Success and/or Career, Technical, and Agricultural Education

(CTAE) programs.

9.02 Participate in the CTAE program and Career and Technical Student Organization (CTSO).

GOAL: Given descriptions of the CCAE/Project Success and CTAE programs, list the expectations of the programs with 80% accuracy on either a written objective examination or oral assessment.

OBJECTIVES:

1. Identify CTE programs in the school. (CT 2, 9, 32, CV 36, LA, SS)
2. Name the programs that each CTSO represents. (CT 9, 16, CV 36, 59, LA, SS)
3. Relate the purpose of each CTAE program to its respective CTSO. (CT 9, 15, 32, CV 36, 52, 59)
4. Predict consequences of ignoring school rules. (CT 7, 11, 14, CV 42, 47, LA, SS)

ACTIVITIES:

Student:

1. Answer questions on units contents using CTAE department's handbook.
2. Demonstrate consequences of ignoring program policies.
3. Determine similarities between GCSA and other CTSOs.
4. Join GCSA or other CTSO.
5. Participate in CTSO activities.
6. View CTSO websites.
7. GCSA Contests: Leadership Development, Opening and Closing Ceremonies, CTAE specific skills
interest of student.

Instructor:

1. Provide students with handbooks.
2. Provide policies and procedures from other CTSOs.
3. Lead discussion on CTSO similarities.
4. Invite CTAE teachers to speak on their programs and respective CTSOs.
5. Provide transition activity from CCAE and GCSA to other CTAE programs and CTSOs.

UNIT GUIDE SHEETS

6. Refer to *GCSA Contest Manual*.
7. Provide websites on all CTSOs at your respective school/school district.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Written and/or oral assessment (prepared by instructor).

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**REVIEW OF ORIENTATION
Safety**

COMPETENCIES:

- 9.03 Explain the importance and necessity of good safety practices.
- 9.04 Explain the major causes of job-related accidents and describe the procedures for reducing on-the-job health and safety hazards.
- 9.05 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory.
- 9.06 Demonstrate the proper procedure to follow in case of fire on-the-job and/or in the career and technical laboratory.
- 9.07 Demonstrate the proper procedure to follow in the use of electrical and mechanical equipment on-the-job and/or in the career and technical laboratory.

GOAL: Given proper safety rules and procedures, demonstrate proper procedures to follow in case of personal injury, fire and in the use of electrical and mechanical equipment on-the-job and/or in the CTAE laboratory with 100% according to the instructor's performance checklist, and pass an objective test on safety rules pass with 100% accuracy.

OBJECTIVES:

1. Plan proper procedure to follow in case of personal injury, fire and the use of electrical and mechanical equipment on-the-job and/or in the CTAE laboratory. (CT 7, 8, 9, 16, 24, 30, LA)
2. List safety rules for job or CTAE laboratory. (CT 23, 24, CV 46, LA)
3. Defend personal safety habits. (CT 4, 7, 9, 16, 24, 30, LA, SS)
4. Identify types of fires and show ways to prevent fire. (CT 5, 23, 24, SS)
5. Relate precautions associated with use of electrical/mechanical tools and equipment. (CT 7, 23, 24, LA, SS)
6. Appraise conditions and potential accident situations that can be corrected to prevent accidents. (CT 7, 23, 24, LA, SS)

ACTIVITIES:

Student:

1. Complete questionnaire on proper procedures to follow in each area of safety.
2. Using the computer, make signs or brochures on safety procedures that can be used in the lab, or prepare a PowerPoint on proper safety procedures and present to the class.
3. View video on safety.

UNIT GUIDE SHEETS

4. After teacher demonstration of proper procedure, select a partner and practice proper procedures to follow in case of personal injury, fire and in the use of electrical and mechanical equipment.
5. GCSA Contests: First Aid/CPR, Healthcare Science Technology.

Instructor:

1. Explain kinds of safety rules, safety procedures, and safety color coding as applied to cases of personal injury, fire and in the use of electrical and mechanical equipment.
2. Demonstrate correct procedure for handling emergencies involving personal injury, fire and electrical/mechanical equipment.
3. Allow students to role play proper procedures for each type of situation.
4. Using a rubric provided to the student, critique role playing.
5. Record student participation.
6. Locate or generate a safety checklist.
7. Invite as a guest speaker an EMT or company safety official to speak to the students concerning safety in the workplace and community.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component (written by instructor).

Performance examination of safety procedures (checklist for evaluation developed by instructor).

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**GOAL SETTING
Career Decisions**

COMPETENCIES:

- 10.01. Review the terms aptitude, ability, interests, values, perceptions and learning styles.
- 10.02. Identify changes in academic assessment from previous year.
- 10.03. Compare career path with last year's career path.

GOAL: Given a review of student aptitudes, abilities, interest, values, perceptions and learning styles, reevaluate chosen career path according to teacher made career path evaluation instrument.

OBJECTIVES:

1. Review individual aptitudes, abilities, interests, values, perceptions and learning styles using previous career pathways. (CT 31, CV 35, LA, SS, MA)
2. Identify changes in student progress from current year with previous year's evaluation. (CT 4, 31, CV 35, LA, SS)
3. Adapt student evaluations to current student goals. (CT 31, CV 35, LA, SS)

ACTIVITIES:

Student:

1. Review definitions of aptitudes, abilities, interest, values, perceptions and learning styles.
2. Write summary identifying areas of change.
3. Revise evaluations to meet current student goals.
4. GCSA Contests: Career Exploration Manual, Leadership Development.

Instructor:

1. Present definitions of aptitudes, abilities, interest, values, perceptions, and learning styles.
2. Review self-assessment from previous year.
3. Give students career pathways from previous year.
4. Assist students with establishing current goals.
5. Facilitate update of career pathways.
6. Refer to *GCSA Contest Handbook*.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Revision of career pathways.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

GOAL SETTING
Employee Characteristics/Responsibilities

COMPETENCIES:

- 10.04 Review roles and responsibilities of employees in selected fields.
- 10.05 Identify criteria for specific employment in chosen areas.

GOAL: Given roles and responsibilities of selected career fields, students will role play behaviors needed for successful employment to teacher satisfaction.

OBJECTIVES:

1. Identify specific roles and responsibilities of employees in selected fields. (CT 17, 18, CV 55, LA, SS)
2. Relate roles and responsibilities to specific off campus field experience. (CT 32, CV 41, 43, 58, LA, SS).

ACTIVITIES:

Student:

1. Participate in a question and answer session with a guest speaker; interview mentor to determine specific roles and responsibilities in selected career areas.
2. Brainstorm appropriate behaviors in a career setting.
3. Role play identified behaviors in specific job settings.
4. Critique roles and responsibilities during off campus field experience.
5. Role play appropriate behaviors necessary for each career choice.
6. GCSA Contests: Career Exploration Manual, Job Interview.

Instructor:

1. Lead class discussion with guest speaker=s input to determine roles and responsibilities in selected career areas.
2. Assign groups to role play a variety of identified behaviors in a job setting.
3. Video group role play.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Video of role plays.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***GOAL SETTING
Program of Study***

COMPETENCIES:

10.06 Identify programs of study.

10.07 List criteria for graduation.

10.08 Identify short-term and long-term goals necessary for graduation under identified program of study.

10.09 Investigate postsecondary options.

GOAL: Given a review of the student portfolio, update short-term and long-term goals necessary to graduate from identified program of study according to established graduation requirements.

OBJECTIVES:

1. Use portfolio to determine necessary changes in short-term and long-term goals.

(CT 10, 32, CV 36, LA, SS)

2. Propose a plan for graduation. (CT 8, CV 36, LA, MA, SS)

3. Update résumé. (CT 33, CV 42, LA, SS)

4. Devise a post-graduation training plan. (CT 4, 8, 21, CV 36, LA, SS)

ACTIVITIES:

Student:

1. Evaluate information in portfolio.

2. Develop a plan to proceed successfully toward graduation.

3. Update portfolio.

4. Determine grades and units received to date.

5. Compare grades earned with grades needed.

6. Revise programs of study per grade requirements.

7. GCSA Contests: Career Exploration Manual, Career Profile Portfolio, Job Interview, Most Improved Young Lady/Man.

Instructor:

1. Assist students with evaluation of information in individual portfolios.

2. Guide students in developing a plan toward successful graduation.

3. Assist students in comparing progress since initial evaluation.

4. Assist students in revision of goals.

5. Provide graduation requirements.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Revised list of short-term and long-term goals required for meeting graduation requirements.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILLS
Personal Responsibilities***

COMPETENCIES:

- 11.01 Define responsibility.
- 11.02 Determine age appropriate responsibilities.
- 11.03 Compare and contrast benefits of assuming responsibility.
- 11.04 Develop strategies for meeting and completing responsibilities.

GOAL: Given materials and discussion on personal responsibility, identify the pros and cons of being personally responsible.

OBJECTIVES:

- 1. Identify characteristics of individuals responsible. (CT 14, CV 45, 52, LA, SS)
- 2. Choose age appropriate responsibilities for teenagers. (CT 11, CV 45, 52, LA, SS)
- 3. Propose the pros and cons of being personally responsible. (CT 14, 17, CV 45, 52, LA, SS)
- 4. Critique personal, economic and legal consequences of irresponsible behavior. (CT 19, CV 45, 52, LA, MA, SS)

ACTIVITIES:

Student:

- 1. List ways people are personally responsible.
- 2. Identify age appropriate responsibilities for teenagers.
- 3. Role play situations where individuals assume responsibility.
- 4. Describe the consequences of not meeting obligations.
- 5. Write an essay on personal responsibility.
- 6. GCSA Contests: Community/Civic Awareness, Creative Problem Solving, School Project.

Instructor:

- 1. Present material on personal responsibility.
- 2. Assign groups to prepare role plays for age appropriate responsibilities.
- 3. Monitor essay writing.
- 4. Assist students with determining GCSA projects.
- 5. Refer to *GCSA Contest Manual*.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Written essay.

GCSA school and/or community project.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILL
Home Responsibilities***

COMPETENCIES:

- 11.05 List family activities and responsibilities.
- 11.06 Analyze home situations relative to meeting obligations.
- 11.07 Illustrate coping strategies when family members do not fulfill their responsibilities.
- 11.08 Apply coping strategies to home responsibilities.

GOAL: Given examples of family activities and responsibilities, provide a minimum of eight examples that demonstrate the benefits of meeting obligations and the consequences of not meeting obligations a minimum of eight times.

OBJECTIVES:

- 1. Name family activities and responsibilities. (CT 17, CV 49, LA, SS)
- 2. Compare the benefits and consequences of meeting/not meeting obligations. (CT 19, CV 49, 54 LA, SS)
- 3. Generate coping strategies of not fulfilling responsibilities. (CT 19, CV 49, 55, LA, SS)
- 4. Demonstrate acceptance of responsibility for personal behavior by means of verbal and social behavior. (CT 20, CV 49, 54, LA, SS)

ACTIVITIES:

Student:

- 1. List family activities and responsibilities.
- 2. Discuss home situations where family members fail to meet their obligations.
- 3. Research and delineate, coping strategies in the home, and determine how they can be used in conflict resolution.
- 4. GCSA Contests: Most Improved Young Lady/Man, Extemporaneous Speaking, Prepared Speech, Childcare and Development.

Instructor:

- 1. Lead a discussion of family activities and responsibilities.
- 2. Lead discussion of home situations where students and/or parents did not meet their obligations.
- 3. Assist students in identifying coping strategies for situations where responsibilities were not fulfilled.
- 4. Generate examples of family activities.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Advantages of fulfilling obligations and consequences of failing to fulfill obligations.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILLS
School Responsibilities***

COMPETENCIES:

- 11.09 Analyze reasons for discipline and dress codes.
- 11.10 Outline reasons that school furthers life goals.

GOAL: Given school policies and procedures, provide a rationale for their existence and benefits according to teacher established criteria.

OBJECTIVES:

- 1. Identify local school policies and procedures. (CT 5, CV 52, 55, LA, SS)
- 2. Defend school policies in relation to respect for others. (CT 6, CV 52, 55, LA, SS)
- 3. Project the effects of compliance and noncompliance with school regulations on individual students. (CT 7, CV 55, 59, LA, SS)

ACTIVITIES:

Student:

- 1. Read the local school policy and procedure handbook.
- 2. Give reasons why various policies and procedures (especially discipline and dress codes) were created.
- 3. Lead panel discussion with CCAE/Project Success students on importance of following school rules.
- 4. GCSA Contests: Creative Problem Solving, School Project.

Instructor:

- 1. Review the local school policy and procedure handbook.
- 2. Collect materials for panel discussion.
- 3. Facilitate panel discussion.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Rationale for school policies and procedures.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILLS
School Responsibilities***

COMPETENCIES:

11.11 Compare and contrast the consequences of modeling school responsibility (following school rules, doing class work, resolving conflict appropriately, etc.) versus choosing to neglect these responsibilities.

GOAL: Given reasons students are in school, discuss the ways in which school and modeling school responsibility are relevant and contribute to teenage development meeting instructor evaluation criteria.

OBJECTIVES:

1. Defend reasons why school is important for success. (CT 7, CV 39, LA, MA, SS)
2. Distinguish between the consequences of modeling school responsibility versus choosing to neglect these responsibilities. (CT 7, CV 39, LA, SS)
3. Exhibit positive methods of maintaining personal responsibility in situations where accepting personal responsibility is difficult. (CT 9, CV 39, 47, LA, SS)

ACTIVITIES:

Student:

1. Watch video on dropout prevention.
2. Outline reasons why school is important.
3. Brainstorm positive aspects of modeling school responsibility and negative aspects of neglecting these responsibilities.
4. Suggest positive ways to deal with challenges made when one assumes responsibility.
5. Create a website/video that reflects reasons school is important.
6. GCSA Contests: Most Improved Young Lady/Man, Video Production, Leadership Development.

Instructor:

1. Show video on dropout prevention.
2. Help students create a web to reflect the benefits of modeling school behavior.
3. Present challenges that could be made to students when they assume responsibility, and guide them toward positively dealing with these challenges.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Written assignment including importance of school and the positive consequences of modeling school behavior.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILLS
School Responsibilities***

COMPETENCIES:

- 11.12 Apply learning styles information to school assignments.
- 11.13 Document and evaluate the completion of school responsibilities.

GOAL: Given an assessment of student learning styles, use two strategies that match the individual learning style to complete school assignments.

OBJECTIVES:

- 1. Identify individual learning style. (CT 9, CV 50, 53, LA, MA, SS)
- 2. Use learning style assessment results to complete school assignments. (CT 10, CV 50, 53, LA, MA, SS)
- 3. Demonstrate two study strategies for their own learning style. (CT 9, CV 50, 53, LA, MA, SS)

ACTIVITIES:

Student:

- 1. Complete learning styles assessment.
- 2. Use the learning styles assessment results to complete school assignments.
- 3. Obtain daily class assignments and add them to the calendar/timeline/checklist.
- 4. GCSA Contest: Most Improved Young Lady/Man.

Instructor:

- 1. Administer learning styles assessment.
- 2. Discuss results with student.
- 3. Develop a plan to use learning style assessment results to complete school assignments.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Strategies to complete school assignment.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***INTERPERSONAL SKILLS
Work Responsibilities***

COMPETENCIES:

- 11.14 Examine employer/employee expectations.
- 11.15 Relate key elements of positive relationships in the workplace.

GOAL: Given employer/employee expectations and positive workplace relationships, pass a written exam with 80% accuracy.

OBJECTIVES:

- 1. List expectations that employers have of employees. (CT 33, CV 40, 41, 42, 43, 44, LA, SS)
- 2. Describe what workers can reasonably expect from employers. (CT 33, CV 40, 41, 42, 43, 44, LA, SS)
- 3. Discuss what co-workers expect of each other. (CT 33, CV 40, 41, 42, 43, 44, LA, SS)
- 4. Discuss ways to develop positive relationships with others. (CT 33, CV 40, 41, 42, 43, 44, LA, SS)

ACTIVITIES:

Student:

- 1. List words that describe employer/employee expectations.
- 2. Evaluate written and non-written agreements.
- 3. List four benefits of positive working relationships.
- 4. Write a paper on the value of positive work relationships.
- 5. Surf the World Wide Web (WEB) for information on expectations of relationships.
- 6. GCSA Contests: Career Exploration Manual, Job Interview, Prepared Speech, Extemporaneous Speaking, Creative Problem-Solving.

Instructor:

- 1. Prepare and display word wall of words that describe expectations.
- 2. Collect materials, texts, websites on expectations.
- 3. Develop criteria for writing assignments.
- 4. Lead discussion on relationships and expectations in GCSA or job settings.
- 5. Coordinate field trip to work sites.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

INTERPERSONAL SKILLS
Work Responsibilities

COMPETENCIES:

11.16 Perform work responsibilities through job shadowing of mentors.

GOAL: Given a shadowing experience and checklist, practice appropriate work-related behaviors.

OBJECTIVES:

1. Identify appropriate work-related behavior. (CT 33, CV 41, 42, 43, 44, LA, SS)
2. Relate interpersonal strategies mentors use to achieve goals. (CT 10, 11, 12, CV 51, 52, 54, LA, SS)

ACTIVITIES:

Student:

1. Describe the process of job shadowing.
2. Identify and contact a job mentor.
3. Participate in a question and answer session with mentors.
4. Write a letter of appreciation to job mentor.
5. GCSA Contests: Communication Skills, Career Exploration Manual, Job Interview.

Instructor:

1. Establish times and dates for shadowing experiences.
2. Review appropriate and positive interactions for shadowing experience.
3. Develop and distribute parental permission form for off-campus experience.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Written checklist of appropriate visitation behaviors.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

INTERPERSONAL SKILLS
Work Responsibilities

COMPETENCIES:

11.17 Apply job shadowing experiences to career pathways.

GOAL: Given the career pathways describe how work-related activities will fit into the selected career area.

OBJECTIVES:

1. Summarize shadowing activities. (CT 28, 29, CV 38, LA, SS)
2. Illustrate how home and school skills relate to work skills. (CT 15, 16, 17, 19, CV 45, 49, LA, SS)
3. Demonstrate prioritization between work and home activities. (CT 15, 16, 17, 19, CV 45, 49, LA, SS)

ACTIVITIES:

Student:

1. List home, school, and work skills.
2. Discuss how home and school skills relate to the job shadowing experience and the world of work.
3. Include work-related activities in the 1/3 calendar/timeline/checklist.
4. Share job shadowing experience in the career pathways.
5. Share job shadowing experience in panel or large group discussion.
6. GCSA Contests: Applied Communications, Communication Skills, Career Exploration Manual, Career Profile Portfolio, Job Interview, Prepared Speech, Extemporaneous Speaking, Video Production.

Instructor:

1. Review home, school, and work skills with the student.
2. Guide discussion of how home and school skills may translate to work and life skills.
3. Facilitate panel or group presentation.
4. Video tape panel or group presentation.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Career pathways.
Video tape.
Panel evaluation.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CONSUMER MANAGEMENT
Banking**

COMPETENCIES:

- 12.01 Open personal accounts at a local bank.
- 12.02 Write checks and prepare deposit slips using the traditional method and online banking methods.
- 12.03 Complete reconciliations for bank statements.

GOAL: Given material on banking, students will manage a bank account with 100% accuracy.

OBJECTIVES:

- 1. Demonstrate procedure for opening a checking account. (CT 1, 5, 16, MA)
- 2. Practice writing checks and completing deposit slips using traditional, telephone, and online methods. (CT 3, CV 46, MA)
- 3. Reconcile a bank statement. (CT 3, CV 46, 53, 56, MA, SS)

ACTIVITIES:

Student:

- 1. List the procedures needed to open a checking account.
- 2. Meet with the banking official responsible for new accounts to complete the procedure for opening a checking account.
- 3. Write checks and complete deposit slips traditionally and online.
- 4. Reconcile a bank statement.
- 5. GCSA Contests: Creative Problem Solving, Mathematical Concepts. Entrepreneurship.

Instructor:

- 1. Present the procedures necessary for opening a checking account.
- 2. Provide a guest speaker from the banking industry to discuss procedures for opening new accounts.
- 3. Provide materials needed for student bank reconciliation.
- 4. Assist students with bank statement reconciliation.
- 5. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Balance check book.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CONSUMER MANAGEMENT
Savings**

COMPETENCIES:

- 12.04 Discuss methods of saving.
- 12.05 Discuss advantages of saving.
- 12.06 Prioritize short-term and long-term financial goals.
- 12.07 Compare rates of return of investment alternatives.
- 12.08 Create a long-term savings plan.

GOAL: Given a variety of methods for saving, students will determine the plan that best meets their individual needs with 80% accuracy according to instructor rate sheet.

OBJECTIVES:

- 1. Distinguish various methods of savings. (CT 21, MA, SS)
- 2. Relate how saving is used to meet a financial goal. (CT 21, MA)
- 3. Adapt short-term and long-term financial objectives to meet a saving goal. (CV 51, 52, 54, MA)
- 4. Explain the rate of return and how it meets the needs of individual financial goals. (CV 53, MA)
- 5. Prepare a long-term savings plan. (CT 20, 21, CV 51, 52, MA)
- 6. Illustrate living within your means in relation to budget planning. (CV 56, MA)

ACTIVITIES:

Student:

- 1. List methods of saving.
- 2. Brainstorm the techniques needed to achieve financial goals.
- 3. Develop a plan for meeting short-term financial goals.
- 4. Develop a plan for meeting long-term financial goals.
- 5. GCSA Contests: Creative Problem Solving, Mathematical Concepts, Entrepreneurship.

Instructor:

- 1. Provide materials identifying various methods of savings.
- 2. Assist students in developing their short-term and long-term financial plans.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Checklist to determine use of appropriate savings methods.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CONSUMER MANAGEMENT
Credit

COMPETENCIES:

- 12.09 Describe and evaluate types of credit.
- 12.10 Compare interest rates.
- 12.11 Weigh benefits of buying from savings or buying with credit.

GOALS: Given a discussion on credit, students will determine the need for credit in their daily lives.

OBJECTIVES:

- 1. Describe the various types of credit. (CT 5, 16. MA)
- 2. Generalize how interest rates affect the total purchase price. (CT 16, MA)
- 3. Differentiate between cash and credit purchases. (CT 5, MA)
- 4. Distinguish between emergency and non-emergency use of credit. (CT 9, MA)

ACTIVITIES:

Student:

- 1. List various types of credit.
- 2. Develop a list of questions to ask a bank representative regarding credit.
- 3. Determine the cost of a purchase with credit.
- 4. Write a summary explaining how credit affects their daily lives.
- 5. GCSA Contests: Creative Problem Solving, Mathematical Concepts.

Instructor:

- 1. Provide the materials describing the various types of credit.
- 2. Divide class into small groups to develop a list of questions for the bank representative.
- 3. Provide activities to determine the costs of items purchased with cash and credit.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective examination of objectives covered in unit.

Notes:

UNIT GUIDE SHEETS

***UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:***

***CONSUMER MANAGEMENT
Budget***

COMPETENCIES:

- 12.12 List sources of income.
- 12.13 Create a realistic budget.
- 12.14 Determine use of discretionary funds.
- 12.15 Determine areas of budget shortfalls.

GOAL: Given sources of income, students will create a realistic budget with 85% accuracy.

OBJECTIVES:

- 1. List sources of income. (CT 9, MA)
- 2. Create a budget suited to individual needs. (CV 53, 56, MA, SS)
- 3. Interpret discretionary funds and budget shortfalls. (CT 8, MA)
- 4. Provide rationale for having emergency funds. (CT 6, 26, MA)

ACTIVITIES:

Student:

- 1. Discuss ways of obtaining money.
- 2. Use a checklist to devise a monthly budget.
- 3. Identify budget problems that may arise and provide solutions.
- 4. Apply discretionary funds to emergency situations.
- 5. GCSA Contests: Creative Problem Solving, Mathematical Concepts.

Instructor:

- 1. Provide a monthly budget checklist.
- 2. Discuss budget problems.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Teacher observation of learning activities.
Checklist for monthly budget.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CONSUMER MANAGEMENT
Buying a Car

COMPETENCIES:

- 12.16 List means and costs of transportation.
- 12.17 Itemize procedures needed to purchase a car (insurance, driver's license, etc.).
- 12.18 Appraise cost of maintaining a car.

GOAL: Given explanation of the need for transportation, students will determine transportation plan with 80% accuracy according to instructor criteria.

OBJECTIVES:

- 1. Estimate means and cost of various transportation modes. (CT 3, MA, LA)
- 2. Compare the prices of cars. (CV 53, 56, MA, SS)
- 3. Diagram the steps necessary to purchase a car. (CT 2, MA, SS)
- 4. Compute the cost of car maintenance. (CT 3, CV 53, 56, MA)
- 5. Design a plan to obtain transportation. (CT 20, 21, CV 51)
- 6. Interpret the laws related to driving and owning a vehicle. (CT 1, CV 50, LA, SS)

ACTIVITIES:

Student:

- 1. Price vehicles at various dealerships.
- 2. Develop a plan to obtain adequate transportation.
- 3. Review laws related to driving and owning a vehicle.
- 4. Compare purchasing a vehicle with using public transportation.
- 5. Discuss transportation means and cost relative to employment trends.
- 6. Compare new car prices to older models.
- 7. Write a plan for purchasing a new or used car for individual needs.
- 8. GCSA Contests: Automotive SeCTIce Technology, Collision Repair, Mathematical Concepts.

Instructor:

- 1. Gather materials and texts.
- 2. Assign visit to local dealership.
- 3. Provide newspaper ads for new and used vehicles.
- 4. Invite a guest speaker from the transportation industry to discuss procedures for purchasing a vehicle.

UNIT GUIDE SHEETS

5. Assist students in assessing individual needs and interests.
6. Have students to describe their experiences related to purchasing a new or used car.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES

Score card on transportation plan.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CONSUMER MANAGEMENT
Insurance

COMPETENCIES:

- 12.19 Compare types of insurance.
- 12.20 Interpret outcomes of not having insurance.

GOAL: Given types of insurance appropriate to various circumstances, identify the best match between insurance type and circumstance with 75% accuracy on a written exam.

OBJECTIVES:

- 1. Identify types of insurance. (CT 9, CV 56, LA, SS)
- 2. Select an insurance policy. (CT 9, CV 53, LA, SS)
- 3. Project how insurance premiums affect personal budgets. (CT 3, CV 57, LA, MA, SS)

ACTIVITIES:

Student:

- 1. List the various types of insurance.
- 2. Develop a checklist analyzing insurance purchase.
- 3. Give a presentation on purchase of insurance.
- 4. GCSA Contests: Creative Problem Solving, Mathematical Concepts.

Instructor:

- 1. Provide a guest speaker to discuss the various types of insurance.
- 2. Assist students in the development of a checklist to analyze proposed insurance purchase.
- 3. Provide feedback on insurance presentations.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective examination.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CONSUMER MANAGEMENT
Renting or Owning**

COMPETENCIES:

- 12.21 Compare the cost of renting versus owning housing.
- 12.22 Discuss the advantages and disadvantages of renting or owning housing.

GOAL: Give a presentation on renting versus owning a home, the advantages and disadvantages of each with 75% accuracy.

OBJECTIVES:

- 1. Compare the advantages and disadvantages of renting a home to purchasing a house.
- 2. Describe how rent and mortgage payments affect personal budgets.

OBJECTIVES:

- 1. Compare the advantages and disadvantages of renting a home to purchasing a house. (CT 1, CV 56, LA, MA, SS)
- 2. Describe how rent and mortgage payments affect personal budgets. (CT 2, 5, CV 56, LA, MA, SS)

ACTIVITIES:

Student:

- 1. List reasons one would purchase a home.
- 2. List reasons one would rent a home.
- 3. Analyze which purchase would best meet individual needs.
- 4. GCSA Contests: Creative Problem Solving, Mathematical Concepts.

Instructor:

- 1. Provide materials for the analysis of renting and owning.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Teacher observation of student analysis.

Notes:

UNIT GUIDE SHEETS

**UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:**

**CONSUMER MANAGEMENT
Taxes**

COMPETENCIES:

- 12.23 Utilize federal forms to determine personal tax withholding.
- 12.24 Analyze a wage and tax statement for state and federal taxes.
- 12.25 Determine the appropriate form to complete for filing personal income taxes.
- 12.26 Complete and file the correct form for personal income taxes.

GOAL: Given information of tax preparation, students will complete and file the correct tax return with 100% accuracy.

OBJECTIVES:

- 1. Define the purpose of a W-4 form. (CT 1, CV 53, SS)
- 2. Identify the information listed on a W-2 form. (CT 9, CV 57)
- 3. Choose the appropriate form to complete income taxes. (CT 1, LA, MA, SS)

ACTIVITIES:

Student:

- 1. Complete a federal and state tax form.
- 2. Discuss the purposes of a state and federal form.
- 3. GCSA Contest: Mathematical Concepts.

Instructor:

- 1. Provide the appropriate forms for completing student activities.
- 2. Invite tax representative to discuss the purposes of taxes.
- 3. Assist students in completing tax forms.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Completed forms.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

CONSUMER MANAGEMENT
Childcare Costs

COMPETENCIES:

12.27 List local childcare options.

12.28 Compare local childcare facilities in relation to cost, hours, and other program benefits.

GOAL: Given local childcare options, students will determine the most suitable childcare facility according to instructor checklist.

OBJECTIVES:

1. List childcare options. (CT 16, SS)

2. Compare local childcare facilities. (CT 21, 22, LA, MA, SS)

3. Develop a checklist of child needs based on a case study. (CT 20, LA, SS)

ACTIVITIES:

Student:

1. Identify childcare facilities in the local area.

2. Create a checklist of facilities.

3. Use a checklist to identify facilities suitable to individual childcare needs.

4. GCSA Contests: Childcare and Development, Mathematics Concepts, Entrepreneurship.

Instructor:

1. Invite guest to speak on childcare facilities.

2. Assist students with the comparison of the local childcare facilities.

3. Provide case studies.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Checklist completion.

Case study assessment.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

ADVANCEMENTS IN EMPLOYMENT
Pay Raises and Promotions

COMPETENCIES:

13.01 List reasons employers give pay raises and promotions.

13.02 Evaluate how pay increases affect payroll deductions.

GOAL: Given an examination of payroll checks, students will determine effect of pay increases on net wages with 80% accuracy.

OBJECTIVES:

1. State specific examples of situations when employers would raise an employee's pay. (CT 5, LA, MA, SS)
2. Discuss situations in which career choice affects pay increases. (CT 5, CV 40, 57, MA, LA)
3. Describe how gross pay is determined. (CT 5, LA, MA, SS)
4. Use payroll deductions to determine net pay. (CT 3, 9, CV 53, 56, LA, MA)

ACTIVITIES:

Student:

1. Identify specific reasons for pay increases.
2. Discuss reasons for promotions.
3. Figure gross pay.
4. Figure net pay after deductions.
5. Describe how pay increases will affect net pay.
6. GCSA Contests: Leadership Development, Mathematical Concepts, Communication Skills, Creative Problem Solving, Mot Improved Young Lady/Man, Job Interview.

Instructor:

1. Present specific job situations when a pay increase is warranted.
2. Lead class discussion on the effect of pay increases in a variety of career choices.
3. Demonstrate formulas for payroll computations.
4. Lead discussion on the effect of pay increases on net pay.
5. Refer to *GCSA Contest Manual*.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective test on the payroll deduction information.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

ADVANCEMENTS IN EMPLOYMENT
Pay Raises and Promotions

COMPETENCIES:

- 13.03 Demonstrate proper dress and grooming for career advancement.
- 13.04 Locate community resources that can help improve job performance.

GOAL: Given materials on promotions, students will orally identify behaviors that lead to on-the-job advancement.

OBJECTIVES:

- 1. Relate skills and accomplishments that lead to job promotions. (CT 4, 5, CV 40, 41, SS)
- 2. Practice dressing for success. (CT 33, CV 38, 47, 59)
- 3. Point out job traits necessary for job promotion. (CT 4, 5, CV 40, 41, 43, 44, 48)
- 4. Determine on-the-job and outside personal development opportunities. (CT 9, CV 39, 48)

ACTIVITIES:

Student:

- 1. Brainstorm skills and accomplishments that lead to job promotions.
- 2. Select appropriate clothing for a variety of job settings.
- 3. Participate in group presentation on traits necessary for success on-the-job.
- 4. GCSA Contests: Applied Communication, Communication Skills, Job Interview, Leadership Development, Most Improved Young Lady/Man, Opening and Closing Ceremony.

Instructor:

- 1. Lead class discussion in identifying skills and accomplishments that lead to job promotion.
- 2. Invite business leaders to class setting, provide examples of appropriate and inappropriate business dress and discuss how and why dress codes are set in different work environments (public relations, occupational cluster tradition, company identification, safety, etc.).
- 3. Invite business leaders to class setting to discuss job traits necessary for promotion.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Oral presentations.

Notes:

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

ADVANCEMENTS IN EMPLOYMENT
Pay Raises and Promotions

COMPETENCIES:

- 13.05 Practice appropriate listening skills and methods of improvement.
- 13.06 Improve speaking skills.

UNIT GUIDE SHEETS

GOAL: Given communication techniques, prepare and deliver a three minute speech that meets 80% of instructor criteria.

OBJECTIVES:

1. Outline a speech. (CT 2, 6, LA, SS)
2. Deliver an oral presentation. (CT 2, 5, LA)
3. Demonstrate appropriate telephone speech in personal and job situations. (CT 4, 5, CV 50, LA)
4. Record a conversation accurately using a memo pad. (CT 2, CV 50, LA)

ACTIVITIES:

Student:

1. Discuss techniques needed to become a better listener.
2. Practice methods to improve speaking skills.
3. Outline an oral presentation over an assigned topic.
4. Prepare and deliver a 3 to 5 minute oral presentation.
5. GCSA Contests: Extemporaneous Speaking, Prepared Speech.

Instructor:

1. Present techniques to develop listening skills in order to become a better listener.
2. Group students in pairs to converse using appropriate speaking techniques.
3. Assist students in the writing of the oral presentation.
4. Film and provide feedback on oral presentations.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Critique of video presentations.
Critique of video speech.

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

ADVANCEMENTS IN EMPLOYMENT
Pay Raises and Promotions

COMPETENCIES:

13.07 Demonstrate proper communication and social skills related to job settings.

GOAL: Given a variety of communication skills, use skills to appropriately communicate with 80% accuracy according to instructor rating list.

OBJECTIVES:

1. Determine skills necessary for reading improvement. (CT 1, LA, SS)
2. Write a variety of business correspondence. (CT 2, LA)
3. Demonstrate proper manners in a variety of settings. (CT 4, 5, LA)

ACTIVITIES:

Student:

1. Research techniques to improve reading in areas of identified weaknesses.
2. Practice writing business letters, memos, and follow-up letters.
3. Prepare and demonstrate proper manners.
4. GCSA Contests: Communication Skills, Creative Problem Solving, Job Interview, Leadership Development, Most Improved Young Lady/Man.

Instructor:

1. Identify student reading weaknesses, through assessment tests, and provide activities to improve weaknesses.
2. Provide examples of appropriate business correspondence.
3. Group students and role play situations to demonstrate proper manners.
4. Video groups and provide constructive criticism.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Checklist to examine reading skills improvement, written business correspondence, and proper manners.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

TRANSITION
Other Career/Postsecondary Options

COMPETENCIES:

- 14.01 Review personal program progress.
- 14.02 Prepare a career portfolio.
- 14.03 Evaluate completion of goals.
- 14.04 Determine the CTAE program for transition.
- 14.05 Apply for admission to appropriate program.
- 14.06 Write letters and/or communicate otherwise with prospective career opportunities.

GOAL: Given results from the GCIS Quest, research a selected career and locate local postsecondary schools that directly support the student's career selection with 100% accuracy in match.

OBJECTIVES:

1. Compile career research results and review selected career. (CV 35)
2. List local postsecondary options that directly support selected career. (CV 39, SS)

ACTIVITIES:

Student:

1. Compile materials to prepare a final career portfolio.
2. Research selected career using the Occu-File, GCIS, and other occupational resources.
3. Match selected career with postsecondary schools that offer relevant training.
4. Read related materials.
5. Visit postsecondary institutions.
6. GCSA Contests: Career Exploration Manual, Career Profile Portfolio.

Instructor:

1. Provide materials for portfolio.
2. Invite panel of speakers to discuss careers.
3. Refer to *GCSA Contest Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Match of selected career with local postsecondary schools.

Notes:

UNIT GUIDE SHEETS

LEVEL III: PREPARING FOR THE 21ST CENTURY WORKPLACE

UNIT OF INSTRUCTION: *ORIENTATION TO CCAE/PROJECT SUCCESS*
INSTRUCTIONAL COMPONENT: *Definition of Services*

COMPETENCIES:

15.01 Explain the purpose and organization of the CCAE/Project Success Support Services.

GOAL: Given the student handbook, explain the purpose and organization of the CCAE/Project Success Support Services by achieving 80% on written exam. Given practice time, the student will accurately recite GCSA creed and motto.

OBJECTIVES:

1. Identify major purposes of CCAE/Project Success. (CT 1, CV 52, LA)
2. Identify the major components of CVE/Project Success. (CT 1, LA)
3. State the goal of the program as preparation for employment. (CT 6, 33)
4. Memorize the GCSA creed and motto. (CV 59)
5. Review rules of CCAE/Project Success Support Services. (CV 52, SS)
6. Prioritize the purposes of CCAE/Project Success for personal achievement. (CT 10, CV 54)

ACTIVITIES:

Student:

1. Answer questions on unit contents using student handbook.
2. Practice reciting GCSA creed and motto in teams of two.
3. View the GCSA State Convention video.
4. View GCSA website.
5. GCSA Contests: Opening and Closing Ceremony, Chapter of the Year.

Instructor:

1. Present unit objectives.
2. Review contents of student handbook.
3. Review contents of *GCSA Contest Manual*.
4. Review answers to study questions.
5. Review contents of *CCAЕ/Project Success Curriculum Guide*.

UNIT GUIDE SHEETS

6. Refer to *GCSA Contest Manual*.
7. Discuss purposes and have students make a personal prioritized list.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Oral recitation for motto and creed.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Safety

COMPETENCIES:

- 15.02 Demonstrate the proper procedure to follow in case of personal injury on-the-job and/or in the career and technical laboratory.
- 15.03 Demonstrate proper procedure to follow in case of fire on-the-job and/or in the career and technical laboratory.
- 15.04 Explain the importance and necessity of good safety practices.

GOAL: Given a performance examination, demonstrate proper procedure to follow in case of personal injury on-the-job and/or in the CTAE laboratory with 100% accuracy according to the instructor's performance checklist. Given a written exam on safety rules, pass with 100% accuracy.

OBJECTIVES:

- 1. Review proper procedure to follow in case of personal injury, fire and in the use of electrical equipment on-the-job and/or in the CTAE laboratory. (CT 24, LA)
- 2. List safety rules for job or CTAE laboratory. (CT 24)
- 3. Identify personal safety habits to prevent injury. (CT 7, 24, 30, SS)
- 4. Explain ways to prevent fire. (CT 5, SS)
- 5. Identify precautions associated with use of electrical tools and equipment. (CT 7, SS)
- 6. Identify conditions and potential accident situations that can be corrected to prevent accidents. (CT 7, LA, SS)

ACTIVITIES:

Student:

- 1. Complete questionnaire on proper procedures to follow in each area of safety.
- 2. Make posters on proper procedures.
- 3. View video on safety.
- 4. Demonstrate proper procedures to follow in case of personal injury, fire, and in the use of electrical equipment.
- 5. Make a computer generated brochure on safety procedures.
- 6. GCSA Contests: First Aid/CPR, Healthcare Science Technology.

UNIT GUIDE SHEETS

Instructor:

1. Explain safety rules, safety color coding, and safety procedures to follow in cases of personal injury, fire and in the use of electrical equipment.
2. Demonstrate correct procedure for handling emergencies involving personal injury, fire and in the use of electrical equipment.
3. Allow students to role play proper procedures for each type of situation.
4. Critique role playing.
5. Record student participation.
6. Invite a guest speaker from EMT to speak on safety in the community.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Performance examination and checklist for demonstration procedures.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Policy/Procedures/Expectations

COMPETENCIES:

15.06 Explain the school's policies and rules.

15.07 Demonstrate proper procedures to follow in the classroom.

15.08 Understand proper procedures and rules for school-to-work program.

GOAL: Given hypothetical situations, explain the school rules, school-to-work, and policies that apply and list the expectations of the program with 100% accuracy.

OBJECTIVES:

1. Describe school policy on absences, tardies, and make-up work. (CV 43, LA)
2. List and explain class rules. (CV 52, SS)
3. State the importance of following rules and policies. (CT 11, 29, SS)
4. Give examples of consequences for ignoring school rules. (CT 29, LA, SS)
5. Explain and demonstrate school-to-work rules and policy. (CV 43, LA)

ACTIVITIES:

Student:

1. In groups, read and discuss school policies on absences, tardiness and make-up work.
2. Devise lists of topics for panel discussions.
3. Develop and organize a notebook for school-to-work procedures, rules and daily activities.
4. Participate in panel discussion on the importance of following school-to-work rules and policy.
5. View school's and system's website.
6. GCSA Contests: Prepared Speech, Extemporaneous Speech.

Instructor:

1. Provide handbooks on school policy and school-to-work policy
2. Give overview of school and school-to-work policies.
3. Collect materials for group work and panel discussions.
4. Provide guidelines for oral presentations.
5. Provide websites for students.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Youth Organizations

COMPETENCIES:

15.09 Identify the Career Technology Student Organizations (CTSOs) in the school and the programs they represent.

GOAL: Given the student handbook, describe the available CTSOs in the school and the programs they represent with 77% accuracy on an objective examination.

OBJECTIVES:

1. Identify CTAE programs in the school. (CT 2, LA)
2. Name the programs that the CTSOs represent. (CT 16, LA, SS)
3. Relate the purpose of the CCAE to GCSA. (CV 15, 52, 59)

ACTIVITIES:

Student:

1. Answer questions on unit contents using student handbook.
2. Review and discuss literature and information from a variety of CTSOs.
3. Collect information about other CTSOs using the Internet.
4. Compare other CTSOs goals with GCSA's goals and objectives.
5. GCSA Contest: Opening and Closing Ceremony.

Instructor:

1. Present unit objectives.
2. Review contents of student handbook.
3. Invite Coordinators of other programs to speak about their CTSO.
4. Review answers to study questions.
5. Administer examination.
6. Provide websites on different CTSOs.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

UNIT GUIDE SHEETS

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

ORIENTATION TO CCAE/PROJECT SUCCESS

INSTRUCTIONAL COMPONENT:

Assessment

COMPETENCIES:

15.10 Complete required pre and post assessment tests in reading, math, and language.

GOAL: Given a self-assessment inventory examination, complete the self- assessment, identify three occupations and select a career path best suited to individual results according to instructor rating sheet.

OBJECTIVES:

1. Define and discuss the terms aptitude, ability, interest, values, perceptions and learning styles. (CT 1, 31, LA, MA, SS)
2. Relate interest with aptitude to determine realistic career path based on self-assessment. (CT 1, 6, 8, 10, 31, CV 35, LA)
3. Identify preference for working with people, data, or things. (CV 35, 52, LA, MA)
4. Analyze personal assets. (CT 1, 6, CV 35, SS)

ACTIVITIES:

Student:

1. Write definitions for the following terms: aptitude, ability, interest, values, perceptions and learning styles.
2. Complete the self-assessment inventories using a website assessment.
3. Interpret results of the self-assessment inventory.
4. Identify three occupations that are compatible with student attitudes, abilities, interests, values, perceptions and learning styles.
5. Select career path.
6. GCSA Contests: Career Profile Portfolio, Applied Communication Skills, Mathematics Application.

Instructor:

1. Present information explaining the terms, aptitude, ability, interest, values, perceptions and learning styles.
2. Show an audio-visual presentation of self-assessment.

UNIT GUIDE SHEETS

3. Assign students to write sentences using key words.
4. Review student performance on assignment.
5. Administer self-assessment inventory (including a learning style inventory).
6. Assist students in scoring self-assessment inventory.
7. Review results of the inventory with students.
8. Assist students in selecting appropriate career path.
9. Collect different websites for student's self-assessment.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Self-assessment.

Individualized career path based on self-assessment results.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

INSTRUCTIONAL COMPONENT:

ORIENTATION TO CCAE/PROJECT SUCCESS

Secondary and Postsecondary Options to a Career Plan

COMPETENCIES:

- 15.11 Identify the career plan options available in the school.
- 15.12 Identify the postsecondary options available in the community.
- 15.13 Explain the differences between technical college, institutions of higher education.

GOAL: Given results from the career assessment inventory, develop a career pathways and select a high school plan of study that is compatible with career path, and complete a blank application to a postsecondary school with 100% accuracy by responding appropriately to each item listed using career pathways information.

OBJECTIVES:

- 1. Review assessment data. (CT 1, CV 35, SS)
- 2. Outline career pathways by developing a tentative career plan. (CT 6, 31, CV 36, SS)
- 3. Investigate how to apply to a postsecondary technical college. (CV 39, SS)
- 4. Summarize information from individual career pathways. (CV 36, SS)
- 5. Select appropriate postsecondary technical college, considering tuition, books, financial aid, location. (CV 39, LA)
- 6. Summarize procedures for completing postsecondary technical college applications. (CV 39)

ACTIVITIES:

Student:

- 1. List and discuss realistic career pathways based on assessment.
- 2. Use career resource center to research and report orally on one career area (i.e. families of occupations).
- 3. Fill in information on career pathways.
- 4. Match high school CTAE and CTSO with assessment results.
- 5. Fill in schedule for remaining high school career.
- 6. Request information and application forms from selected schools.
- 7. Rank order postsecondary technical school choices.
- 8. Complete application forms.
- 9. Match chosen career area with GCSA contest.
- 10. GCSA Contests: Career Exploration Manual, Career Portfolio Contest.

UNIT GUIDE SHEETS

Instructor:

1. Employ services of high school counselor to assist in career planning.
2. Explain steps in making career decisions.
3. Utilize community in assisting students in developing high school plan of study.
4. Plan a field trip to the local Department of Labor.
5. Plan field trips to different postsecondary schools.
6. Provide for job shadowing opportunities in the communities.
7. Provide a list of guest speakers who will visit and discuss their career.
8. Assist students in matching courses with jobs.
9. Present information on applying to a postsecondary technical college.
10. Assign oral presentation topic: "My choice of a postsecondary technical college."
11. Evaluate complete application forms.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Career pathways.

High school plan of study (indicate on high school schedule).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

REQUIREMENTS FOR WORK-BASED LEARNING

INSTRUCTIONAL COMPONENT:

Policy/Procedures and Expectations

COMPETENCIES:

- 16.01 Explain the local and state requirements for participating in work-based learning.
- 16.02 Demonstrate the proper procedure for completing weekly, monthly and semester paperwork required for participating in work-based learning.
- 16.03 Demonstrate the organizational skills needed to maintain all necessary paperwork in required format for participating in work-based learning.

GOAL: Given a syllabus of course work for participating in work-based learning, the students will maintain a current notebook with all required paperwork.

OBJECTIVES:

1. Maintain a work-based learning notebook. (CT 1, 2, 4, 5, 34, CV 38, 41, 45, 51, 52, LA, SS)
2. Keep a checklist of all forms to be completed for work-based learning notebook. (CT 1, 2, 5, 34, CV 38, 41, 45, 51, 52, LA, SS)
3. Organize and maintain all required paperwork for participating in work-based learning. (CT 1, 2, 5, 34, CV 38, 41, 45, 51, 52, LA, SS)

ACTIVITIES:

Student:

1. Participate in small group discussions on state and local requirements for participating in work-based learning.
2. Organize notebook to meet requirements for participating in work-based learning.
3. Discuss weekly, monthly, and semester paperwork required in work-based learning.
4. Discuss and complete information on checklist of all forms needed to participate in work-based learning.
5. Complete daily, weekly, monthly, and semester paperwork as required.
6. GCSA Contests: Job Interview, Career Profile Portfolio, Creative Problem Solving, Applied Communications.

Instructor:

1. Prepare a handout on state and local requirements for participating in work-based learning.
2. Prepare a list of questions to aid in small group discussions.
3. Prepare small groups for discussions on state and local requirements for participating in work-based learning.

UNIT GUIDE SHEETS

4. Refer to *GCSA Contest Manual*.
5. Prepare checklist with dates organizing and maintaining work-based learning notebooks.
6. Supervise all student job sites at required times.
7. Check notebooks on regular basis.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Evaluate notebooks for 100% completion.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

INSTRUCTIONAL COMPONENT:

REPORTS OF OBSERVATION AND RESEARCH

Company Policies

COMPETENCIES:

- 17.01 Prepare a report on working conditions.
- 17.02 Prepare a report on company's organizational structure.
- 17.03 Prepare a report on selected rules and policies of company.
- 17.04 Prepare a report on procedures for raises and promotions.

GOAL: Given individual job sites or career choices, the students will prepare a report that demonstrates an understanding of working conditions, organizational structure, rules and policies, and procedure for raises and promotions.

OBJECTIVES:

- 1. Utilize sources of research for gathering information needed to write reports. (CT 1, 2, 5, 15, 16, 22, 27, 29, CV 35, 37, 38, 40, 41, 42, 43, 44, 46, 50, 51, 52, 58, LA, SS)
- 2. Write reports on required topics from individual student job sites or career choices. (CT 1, 2, 5, 15, 16, 22, 27, 29, CV 35, 37, 38, 40, 41, 42, 43, 44, 46, 50, 51, 52, 58, LA, SS)

ACTIVITIES:

Student:

- 1. Discuss requirements for topics for individual student reports.
- 2. Plan format for preparing individual student reports.
- 3. Prepare organizational format of information obtained.
- 4. Write individual student reports on required topics.
- 5. Type reports on computer.
- 6. GCSA Contests: Career Profile Portfolio, Job Interview, Applied Communications, Computer Applications, Mathematical Applications.

Instructor:

- 1. Prepare handout on requirements for topics for individual student reports.
- 2. Divide students in small groups to plan format for preparing individual student reports.
- 3. Combine small groups' list into format for all reports.
- 4. Plan for class time to organize information obtained.
- 5. Plan for class time to write and type final student reports.
- 6. Refer to *GCSA Career Manual*.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Evaluate individual student reports.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

EMPLOYEE WORK HABITS
Workplace Readiness

COMPETENCIES:

- 18.01 Identifies, organizes plans and allocates resources.
- 18.02 Works with others as a team, teaches others new skills, serves clients and customers, shows leadership, negotiates and works with diversity.
- 18.03 Acquires and uses information.
- 18.04 Understands complex inter-relationships.
- 18.05 Works with a variety of technologies.

GOAL: The students will review and be able to explain on a written assessment and oral demonstration skills needed to be successful in the workplace with 80% accuracy.

OBJECTIVES:

1. Review SCAN competencies and identify skills needed to succeed in the work world (CT 1, LA, MA, SS)
2. Review problem solving strategies for routine and atypical problems. (CT 7, 19, SS)
3. State the importance of working well with others and independently with little supervision. (CT 14, 15, CV 40, 41, 52, 55, LA, SS)
4. Develop communication skills needed to convey facts accurately and to communicate procedural information. (CT 2, 4, 16, CV 50, LA)
5. Identify and define personal skills of responsibility, self esteem, self-management, integrity and honesty. (CT 11, CV 47)
6. Demonstrate use of computer skills with a variety of computer programs. (CT 9, 25, CV 46, LA)

ACTIVITIES:

Student:

1. Answer questions on unit contents from teacher notes and textbook.
2. Develop a notebook of worksite information including dress, company policies, working hours and job description.
3. Develop a computer generated brochure of desirable work habits.
4. Create a collage of pictures titled "Positive Attitudes In The Workplace."

UNIT GUIDE SHEETS

5. GCSA Contests: Creative Problem Solving, Leadership Development, PowerPoint Presentations, Video Productions.

Instructor:

1. Present unit objectives with group discussions of SCANS.
2. Provide list of desirable work habits.
3. Invite a guest speaker to discuss conflict resolution.
4. Invite a Human Resource Director to speak with the students and answer questions.
5. Review procedures of Word's Publisher program with students.
6. Refer to *GCSA Career Manual*.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).
Oral recitation for GCSA motto and creed.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

EMPLOYEE WORK HABITS
On-the-job Skills

COMPETENCIES:

- 18.06 Demonstrate how to make a good first impression.
- 18.07 Identify qualities that employers look for in employees.
- 18.08 Demonstrate appropriate dress for different work settings.
- 18.09 Explain how a positive attitude leads to success on-the-job.

GOAL: Given a performance examination, identify, and demonstrate appropriate work habits needed to enter and succeed in the world of work with 85% accuracy.

OBJECTIVES:

- 1. List and discuss the anxieties and challenges of the first day at work. (CT 5, CV55)
- 2. Identify common expectations of employers. (CT 33, CV 38, LA)
- 3. Demonstrate proper ways to dress for work. (CT 33, CV 38, SS)
- 4. Present strategies for developing a positive attitude at work. (CV 5, CV 41, SS)
- 5. Explain the significance of employee performance review. (CT 40, 41, 43, LA)

ACTIVITIES:

Student:

- 1. List and discuss changes students expect to make when they begin a full-time job.
- 2. List and give specific examples of characteristics employees and co-workers relationships.
- 3. Identify proper dress for different work settings by matching careers with the appropriate dress.
- 4. Identify and present to the class common expectations of employers.
- 5. Role play positive attitudes versus negative attitudes of employees in a working situation.
- 6. GCSA Contests: Leadership Development, Creative Problem Solving, PowerPoint Presentations.

Instructor:

- 1. Prepare a checklist of successful work behaviors.
- 2. Invite a guest speaker from a local company to explain their company's orientation of new employees.

UNIT GUIDE SHEETS

3. Provide computer time for students to research and list common employer expectations of new employees and present to the class.
4. Provide PowerPoint, Publisher, posters, etc. for students' presentation on desirable work habits.
5. Show video or TV shows exhibiting appropriate dress for different work settings.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Rubric of student presentation.

Instructor made student performance checklist.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

Workplace-Related Skills in Reading and Writing

INSTRUCTIONAL COMPONENT:

Basic Skills

COMPETENCIES:

19.01 Identify and describe basic writing skills.

19.02 Explain the importance of writing and reading in the workplace.

19.03 Demonstrate workplace-related skills in writing and reading.

GOAL: Demonstrate workplace-related skills in reading and writing.

OBJECTIVES:

1. Identify benefits of improving reading skills. (CT 1, 4, CV 54, LA)

2. Demonstrate guidelines for becoming a better reader. (CT 1, 4, CV 54, LA)

3. Review and practice the six steps in the writing process and the 5 C's of effective writing. (CT 1, CV 54, LA, SS)

4. Organize guidelines for becoming a better writer. (CT 1, CV 54, LA, SS)

5. Complete work-related business writings such as memos, emails, and business letters. (CT 1, CV 54, LA, SS)

ACTIVITIES:

Student:

1. Read and evaluate sections of a company's employee manual.

2. Complete form for preview and skimming sections of employee manual.

3. Write a press release for one occupational area of competition in GCSA at your school.

4. Practice different forms of writing needed in the business world.

5. GCSA Chapter participation.

6. GCSA Contests: Applied Communications, Career Profile Portfolio, Communication Skills, Job Interview, Prepared Speech.

Instructor:

1. Have students read aloud from the different company's employee manuals.

2. Put each student's press release together in a newsletter.

3. Dictate information for student's to create memos, emails and business letters.

4. Encourage student participation in GCSA competitive events.

5. Refer to *GCSA Career Manual*.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Teacher observation.

Objective projects.

Objective examinations.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION: *Workplace-Related Skills in Speaking, Listening, and Following Directions*

INSTRUCTIONAL COMPONENT: *Basic Communication Skills*

COMPETENCIES:

- 20.01 Examine good speaking habits.
- 20.02 Engage in active listening.
- 20.03 Explore the elements of writing and some common forms of business writing.
- 20.04 Identify reading strategies like previewing and skimming.

GOAL: Explore the importance that speaking, listening, writing, and reading play in the workplace.

OBJECTIVES:

- 1. Identify the ways to plan and present an effective spoken message. (CT 4, CV 50, LA, SS)
- 2. Describe the importance of effective listening in the workplace. (CT 16, LA)
- 3. Describe common forms of business writing including email and faxing. (CT 24, CV 50)
- 4. Preview and skim for main ideas when reading. (CT1, LA, SS)

ACTIVITIES:

Student:

- 1. Prepare and give a speech.
- 2. After listening to a guest speaker, identify gestures, tone, ideas, and other mannerisms.
- 3. Practice writing a memo.
- 4. Using a variety of business materials, discuss their contents.
- 5. GCSA Contests: Extemporaneous Speaking, Prepared Speech, Applied Communications, Computer Applications.

Instructor:

- 1. Invite a speaker from an organization that teaches public speaking to discuss the importance of speaking skills and provide ways to improve their speaking habits.
- 2. Invite a guest speaker to give a presentation on kinds of memos written in the workplace.
- 3. Have students distinguish between facts and opinions.
- 4. Refer to *GCSA Contest Manual*.

UNIT GUIDE SHEETS

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Teacher observation.

Objective examination.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:
INSTRUCTIONAL COMPONENT:

***Basic Workplace Computer Skills
Computer Literacy***

COMPETENCIES:

- 21.01 Discuss personal computers and how they are used in the workplace.
- 21.02 Identify kinds of software and the Internet as a tool in the workplace.
- 21.03 Identify copyright law protections.

GOAL: Examine the effects of technology in the workplace and identify skills needed for computer literacy.

OBJECTIVES:

- 1. Identify ways employees can become technologically literate. (CT 23, 24, 33, LA, SS)
- 2. Show how the workplace uses various kinds of software as well as the Internet. (CT 2, 24, 25, CV 46, LA)
- 3. State basic copyright law protections. (CT 24, LA)

ACTIVITIES:

Student:

- 1. Research and prepare a typed report on the need to become literate in technology.
- 2. Using a word processing program develop a list of computer terms.
- 3. List reasons for copyright laws.
- 4. GCSA Contests: Computer Applications, Applied Communication, Word Processing.

Instructor:

- 1. Provide a technology guest speaker from the school system to share why it is important to become technologically literate.
- 2. Introduce several software programs used in your school.
- 3. Discuss basic copyright laws that are followed in the workplace.
- 4. Refer to *GCSA Contest Manual*.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Objective test.
Teacher observation.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

Working Relationships and Ethical Choices

INSTRUCTIONAL COMPONENT:

Employee Ethical Responsibility

COMPETENCIES:

22.01 Solve perennial problems experienced by a local business that involve working relationships and ethical choices

GOAL: Given an interpersonal and/or ethical problem experienced by most businesses in today's workplace, a student/employee or team of students/employees will apply the problem-solving process and determine a solution that would be in the best interest of both the employer and employee(s).

OBJECTIVES:

1. Explain why ethics are essential in the workplace. (CT 2, 5, 11, 15, CV 50, 52, LA)
2. Understand and apply a problem-solving process (CT 7, 11, 19, CV 41, 42, 44, LA, SS)
3. Identify types of relationships in the workplace. (CT 4, 17, CV 44, 52, 55, 58)
4. Examine problems involving working relationships. (CT 5, 7, 11, 19, CV 41, 42, 44, 55, 58)
5. Differentiate between a problem and symptoms of a problem. (CT 7, 14, 15, 17, 19, CV 55, 58, LA, SS)
6. Identify positive ways to consider ethical decisions. (CT 7, 11, CV 41, 45, 47, SS)
7. Describe ways to behave ethically in the workplace. (CT 4, 7, 11, 19, CV 41, 44, 48, 58, LA, SS)

ACTIVITIES:

Student:

1. Given an example, solve problems that involve working relationships.
2. Write a scenario and produce a video of an example of an ethical problem on-the-job.
3. Write a scenario and produce a video of an example of a personal problem on-the-job involving problems with co-workers, management, or customers.
4. Role play an example of an ethical or personal problem.
5. GCSA Contest: Creative Problem-Solving.

Instructor:

1. Explain the problem-solving method.
2. Provide examples of ethical dilemmas that the students will encounter on-the-job.
3. Allow students to role play proper procedures for each type of situation.
4. Critique role playing.

UNIT GUIDE SHEETS

5. Refer to *GCSA Contest Manual*.
6. Record student participation.
7. Invite a guest speaker from a local business to speak to the students concerning ethics in the workplace.

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Performance examination and rubric for role playing.

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

Working as Part of a Team

INSTRUCTIONAL COMPONENT:

Team Work Skills

COMPETENCIES:

- 23.01 Understand the types of business teams and the roles that individuals play as team members.
- 23.02 Understand the steps necessary to establish and maintain a successful team.
- 23.03 Explain Total Quality Management and its effect on workers.

GOAL: Given a group project/assignment, a team of students will contribute to the completion of the project/assignment in terms of tasks performed, time spent, and final outcome of the team's work.

OBJECTIVES:

- 1. Discuss reasons why teams perform better than individuals. (CT 11, 15, 16, 29, CV 44, 52, 58, LA, SS)
- 2. Identify the procedures necessary for organizing and maintaining an effective team. (CT 15, 16, 17, CV 48, 50, 52, 55, LA, SS)
- 3. Explain Total Quality Management (TQM) and its effects on employees (CT 2, 5, 9, 13, CV 50, 52)
- 4. Explain the four styles of leadership. (CT 2, 5, 26, 27, 29, CV 45, 52, 55, 59)
- 5. Identify the characteristics of an effective leader and/or supervisor. (CT 15, 29, CV 44, 52, 55, 59)

ACTIVITIES:

Student:

- 1. Given an example, explain consequences of an employee who does not work as part of a team.
- 2. Brainstorm ways teams might be used in the workplace.
- 3. Role play the part of an employee who does and does not work as part of a team.
- 4. Identify types of people who might find teamwork unusually difficult.
- 5. Explain the four leadership styles.
- 6. GCSA Contests: Chapter of the Year, Creative Problem Solving , Video Production, Community/Civic Awareness, School Project.

Instructor:

- 1. Explain the term Total Quality Management.
- 2. Give examples of how teamwork promotes the goals of diversity.
- 3. Allow students to role play working as part of a team and not as a team member.
- 4. Critique role playing.
- 5. Record student participation.
- 6. Refer to *GCSA Contest Manual*.
- 7. Invite a guest speaker from a local business to speak to the students concerning teamwork in the workplace.

UNIT GUIDE SHEETS

SUGGESTED ASSESSMENT/EVALUATION ACTIVITIES:

Objective instructional component examination (written by instructor).

Notes:

UNIT GUIDE SHEETS

UNIT OF INSTRUCTION:

Career Resilience: Becoming an Invaluable Employee

INSTRUCTIONAL COMPONENT:

Desirable Employee Qualities

COMPETENCIES:

- 24.01 Develop your career goal or specific occupational plan.
- 24.02 Develop strategies to achieve competence in your career field.
- 24.03 Develop a plan for identifying one or more pathways for career entry and promotions.
- 24.04 Develop a plan that will identify ways to exhibit attitudes and skills associated with career resilience.

GOAL: Develop a plan to achieve career resilience.

OBJECTIVES:

- 1. Define career resilience. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)
- 2. Describe the characteristics of career resilient people. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)
- 3. Identify key elements of high performance workers. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)
- 4. Explain why career resilience requires the ability to work under uncertain, even chaotic circumstances. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)
- 5. Define portable skills. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)
- 6. Evaluate the importance of balancing work and family roles. (CT 31, 32, 33, 34, CV 38, 39, 40, 41, 42, 43, 44, 45, LA, SS)

ACTIVITIES:

Student:

- 1. Research a career field through the interview process.
- 2. Gather evidence of the role of men and women in the workplace as depicted by the media.
- 3. Participate in a job shadowing experience.
- 4. Develop a worker evaluation sheet and a performance review sheet for success on-the-job.
- 5. GCSA participation.
- 6. GCSA Contests: Job Interview, Problem Solving, Leadership Development, Career Profile Portfolio, Applied Communication.

Instructor:

- 1. Prepare and explain career interview assignment.
- 2. Class discussion on the results of career interview assignment.

UNIT GUIDE SHEETS

3. Prepare students to participate in Job Shadowing.
4. Prepare small group activity guidelines for developing a worker evaluation sheet and a performance review sheet for success on-the-job.
5. Refer to *GCSA Contest Manual*.

SUGGESTED TESTING/EVALUATION ACTIVITIES:

Teacher observation.

Project evaluation.

Objective examination.

Notes:

UNIT GUIDE SHEETS