Employment Preparation I Science

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Health and Safety, Career Development and Planning, Personal Management, and includes elements of the nature of Science.

Purpose: This course is designed to teach students skills and promote success in the areas of postsecondary education, employment, and independent living. Instructional emphasis will be placed on the application and generalization of skills to post school environments. The Six Employability Skills adopted by NCDPI have been embedded within the competency goals and objectives throughout the course.

Employment Preparation courses should be taught in sequential order as the content is designed to help the student build skills and increase their depth of knowledge levels over the grades 9-12.

Students will receive direct instruction in the competency goals and objectives during class time and will be expected to apply appropriate skills within the naturally occurring setting during activities associated with school-based hours, community-based hours, and paid employment hours required by the GRAD-004 policy to be completed by graduation.

Competency Goal 1:	Objectives:
The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.	1.01 Explains terms self-determination and self-advocacy and relates these concepts to personal rights and planning for the future
	1.02 Develops self-awareness needed to identify personal traits and attributes affecting success in the following activities of adult life: • self-concept • self-confidence • strengths and weaknesses • expression of emotions • acceptance of praise • acceptance of criticism • personal social skills • accommodations and modifications needed due to disability • positive characteristics • listening skills • problem-solving
	1.03 Identifies information provided through evaluations and assessments and applies the information to transition and career planning:

	- Aptitudes - Temperaments - Attitudes - Values - Lifestyles and preferences - Learning styles - Functional academic skills - Health and medical issues - Leisure skills and interests - Potential barriers/challenges - Accommodations/modifications
	1.04 States major concepts and strategies in career planning: - Postsecondary outcomes goals - Dreams vs. visions/goals - Active listening - Strategic planning for goal achievement - Interagency teams (e.g. appropriate service providers as team members) - Negotiation - Compromise - Independence and accompanying responsibilities - Decision-making and choice-making
Competency Goal 2:	**Objectives:**
The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine career goal.	2.01 Defines terms related to vocational training (e.g. apprenticeships, cooperative education, job shadowing, on-the-job training, internships)
	2.02 Identifies major benefits of employment along with specific advantages and disadvantages of certain careers
	2.03 Identifies various sources of occupational information and strategies for accessing information
	2.04 Develops awareness of things to be considered when making a career pathway choice: Occupational interests

	- Job possibilities in areas of interest - Required trainings or education - Salary ranges - Working conditions - Job requirements - Employee and environment match - Quality of life - On the job health, physical stamina, and safety
	2.05 Develops person driven planning skills and strategies by participation in the following: - attends and actively participates in their IEP meeting by introducing themselves and stating the purpose of the meeting - summarizes personal strengths, preferences, interests, and needs as identified through transition assessment data - identifies projected goals for postsecondary education, employment, and independent living - identifies skills needed to obtain their postsecondary goals
Competency Goal 3:	**Objectives:**
The learner will develop the job-seeking skills necessary to secure employment in the chosen career pathway.	3.01 Defines terms in various employment and career related areas: - Job application - Job interviews - Orientation and training - Salary and benefits - Career advancement
	3.02 Identifies and describes job search strategies: - Job listings - Employment security commission - Employment agencies - Family and friend network - Vocational rehabilitation counselor - Internet - Yellow pages - Want ads

	• Help wanted signs
	• Teachers
	• Direct applications
	3.03 Understands process for obtaining and completing job applications: • Steps for requesting an application • Parts of an application • Required information • Optional information • Timeliness • Neatness, legibility, and accuracy • Submission of an application (traditionally and electronically)
Competency Goal 4:	**Objectives:**
The learner will develop the work behaviors, habits, and skills in the area of personal management needed to obtain, maintain, and advance in chosen career pathway.	4.01 Develops work ethic based on understanding the importance of work: • Work personality • Rewards of working • Contributions to society • Expectations of the world of work
	4.02 Identifies personal hygiene and grooming skills appropriate for chosen career path and their importance to successful employment: • Grooming products and their usage • Work wardrobe • Seasonal wear • Hair care • Dental care • Body care • Skin care
Competency Goal 5:	**Objectives:**
The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in chosen career pathway.	5.01 States need for abiding by rules, procedures, and regulations in the workplace and identifies rules common to a variety of occupations
	5.02 Explains basic safety rules applicable to a variety of workplace situations: • Basic safety guidelines

	• Use of safety equipment • Notification of safety issues • Warning signs • Use of hand and power tools • Use of equipment • Lifting
	5.03 States purpose and responsibilities of the Environmental Protection Agency
	5.04 Acquires knowledge of environmental-related issues: • Poisons and appropriate usage/disposal • Cleaners and appropriate usage/disposal • Trash disposal • Hazardous materials and appropriate usage • Recycling
Competency Goal 6:	**Objectives:**
The learner will develop the interpersonal relationship skills needed for success in the workplace.	6.01 Defines terms friend, co-worker, supervisor, employer, and customer
	6.02 Recognizes importance and desirable characteristics of workplace friends
	6.03 Describes appropriate social amenities, social routines, conversational topics, and language for a variety of workplace situations
	6.04 Identifies appropriate body language, body space, voice tone, volume, and attitude during social interaction in the workplace: • Introductions (e.g. shaking hands, voice tone, body posture, eye contact, etc.) • Conversation • Gestures • Token of helpfulness • Expressions of concern/sympathy • Recognition of special occasions • Written greetings/condolences • Company sponsored recreation and social events • Health and safety considerations of self and others

Competency Goal 7:	Objectives:
The learner will develop employability skills necessary for success in the work environment.	7.01 Recognizes features of the six categories of employability skills
	7.02 Demonstrates at least one feature within each of the six categories of employability skills during school-based work hours activities
	7.03 Participates successfully in multiple school-based activities to complete school-based work hours per GRAD-004 policy required for graduation: • Vocational assessment activities • School factories • School-based enterprises • Hands-on vocational training • Job fairs • Vocational rehabilitation work adjustment training • Job clubs
Competency Goal 8:	Objectives:
The learner will create a Career Portfolio as required by the GRAD-004 Policy.	8.01 Researches appropriate contents for a Career Portfolio
	8.02 Researches and drafts a table of contents for electronic or hard copy option for Career Portfolio
	8.03 Creates timeline for securing artifacts to be included in the final product over the grades 9, 10, 11, and 12

Employability Skills Checklist: (from NCDPI CTE Division Adopted Six Employability Skills)

Communication:
- Demonstrate accurate exchange of information and ideas
- Demonstrate ability to provide/give constructive feedback
- Demonstrate ability to identify audience needs and prepare for desired outcome
- Demonstrate active listening
- Demonstrate ability to write and speak effectively and clearly

Ethics:
- Demonstrate honesty and integrity in communications, and personal behavior
- Demonstrate fairness and respect in communications, and personal behavior
- Demonstrate honesty, integrity, fairness, and respect in decision making
- Demonstrate accountability for work and commitments

- Demonstrate the Golden Rule and "Do the Right Thing"

Problem Solving:
- Demonstrate careful consideration of options when solving challenges
- Demonstrate the ability to identify potential challenges and causes (downstream effects)
- Demonstrate the ability to acquire, organize, manage, and interpret information and effects of various options
- Demonstrate ability to investigate root causes of challenges

Professionalism:
- Demonstrate ability to effectively manage work/life balance
- Demonstrate responsibility for behavior and work
- Demonstrate self-advocacy and high-quality work standards
- Demonstrate self-motivation
- Demonstrate understanding of policy and procedures
- Demonstrate ability to maintain a positive attitude and enthusiasm
- Demonstrate ability to receive constructive feedback
- Demonstrate thoughtful efforts to resolve conflict peacefully

Resource Management:
- Demonstrate ability to break down projects into task with timelines
- Demonstrate ability to effectively manage time and resources
- Demonstrate ability to plan and facilitate effective meetings and workplans
- Demonstrate ability to understand reliable and valid information.
- Demonstrate ability to anticipate and plan for possible obstacles and setbacks

Teamwork:
- Demonstrate respect and support of team members
- Demonstrate ability to seek ways to increase team members contributions
- Demonstrate ability to value and appreciate diversity in teams
- Demonstrate ability to contribute ideas
- Demonstrate ability to respect differing opinions and flexibility
- Demonstrate ability to work collaboratively and cooperatively with others

Work Hours:

Per GRAD-004 Policy, school-based, community-based, and paid employment work hours are to be completed by graduation

Benefits of School-Based Work Hours: 9th and 10th grades
Helps student build Soft Skills:
- Teamwork & Collaboration Communication

- Problem-solving
- Leadership
- Collaboration
- Work Ethic
- Adaptability
- Interpersonal Skills
- Creativity
- Time Management

Benefits of Community-Based Work Hours: 10th and 11th grades

Work Based Learning (WBL) in community settings connects classroom learning to the real world:

- gives student opportunities to practice skills in real-world scenarios
- helps student develop soft skills
- gives student a chance to observe professionals in action
- helps student network with potential employers

Benefits of Paid Employment Work Hours: 11th and 12th grades

Helps student gain work experience:

- learn new skills
- learn about career options
- meet new people
- earn money
- gain level of independence and sense of responsibility
- gain confidence

Reminder: WIOA prohibits State Education Agency (SEA) or Local Education Agency (LEA) from contracting with sheltered workshops per Workforce Innovation and Opportunity Act (WIOA) Section 511.

Please note: It is the responsibility of the Local Education Agency to determine the method for documenting and monitoring the ongoing and completion of each category of work hours for each student.

Resources are located in the OCS LiveBinder