

### Occupational Preparation III

#### Employment Preparation III Citizenship II

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, and Personal Management

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.

Occupational Preparation courses should be taught in sequential order as the content is designed to help the student build their 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:	Current Objectives:	Proposed Objectives:
<p>The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.</p> <p><b>Removal of eg. Sheltered workshops as prohibited by WIOA Section 511</b></p>	<p>1.01 Identifies adult service agencies, their services and the processes for accessing these services:</p> <ul style="list-style-type: none"><li>• Vocational Rehabilitation (VR)</li><li>• Social Security Administration (SSA)</li><li>• Employment Security Commission (ESC)</li><li>• Workforce Development Board (WIA)</li><li>• Mental Health</li><li>• Advocacy Groups</li><li>• Post-secondary Educational Institutions</li><li>• Community Residential Services</li></ul>	<p>1.01 Identifies adult service agencies, their services and the processes for accessing these services:</p> <ul style="list-style-type: none"><li>• Vocational Rehabilitation (VR)</li><li>• Social Security Administration (SSA)</li><li>• Employment Security Commission (ESC)</li><li>• Workforce Development Board (WDB)</li><li>• Mental Health</li><li>• Advocacy Groups</li><li>• Post-secondary Educational Institutions</li><li>• Community Residential Services</li><li>• Community Rehabilitation Agencies</li><li>• Community recreation services</li><li>• Department of Social Services (DSS)</li><li>• Private adult service providers</li></ul>

	<ul style="list-style-type: none"> <li>• Community Rehabilitation Agencies (eg Sheltered Workshops)</li> <li>• Community recreation Services</li> <li>• Department of Social Services (DSS)</li> <li>• Private adult service providers</li> </ul>	
	1.02 Demonstrate the use of self-determination in a variety of life situations and utilizes self-advocacy skills appropriately to reach post-secondary goals	1.02 Demonstrate the use of self-determination in a variety of life situations and utilizes self-advocacy skills appropriately to reach post-secondary goals
	<p><del>1.03 Demonstrates active participation in transition planning activities:</del></p> <ul style="list-style-type: none"> <li>• Establishment of agenda</li> <li>• Chairmanship of meetings</li> <li>• Development of plans</li> <li>• Assignment of responsibility</li> <li>• Follow-up</li> </ul>	<p>1.03 <u>Demonstrates active participation in a variety of person driven planning activities:</u></p> <ul style="list-style-type: none"> <li>• Establishment of agenda</li> <li>• Chairmanship of meetings</li> <li>• Development of plans</li> <li>• Assignment of responsibility</li> <li>• Follow-up</li> </ul>
<b>Competency Goal 2:</b>	<b>Current Objectives:</b>	<b>Proposed Objectives:</b>
The learner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine career goal.	2.01 States reason and procedure for making a job change	2.01 States reason and procedure for making a job change
	2.02 Obtains assistance in assessing personal attributes related to career choices	2.02 Obtains assistance in assessing personal attributes related to career choices
<b>Proposed change to expand this objective within proposed new Competency 7 across all four courses</b>	2.03 <del>Participates successfully in multiple school-based activities to complete the 300-hour requirement in the Occupational Course of Study by graduation:</del>	2.03 <u>Develops person driven planning skills and strategies by participation in the following:</u> <ul style="list-style-type: none"> <li>• <u>attends and actively participates in their IEP meeting by introducing themselves and team members, stating the purpose of the meeting,</u></li> </ul>

<p><b>Proposed addition of person driven planning objectives across all four courses</b></p> <p><b>Removal of work hours per GRAD-004 change</b></p>	<ul style="list-style-type: none"> <li>• School factories</li> <li>• School-based enterprise</li> <li>• Hands-on vocational training in career technical education courses</li> <li>• Job fairs</li> <li>• Vocational Rehabilitation work adjustment training</li> <li>• Job clubs</li> </ul>	<p><u>providing an overview of the meeting agenda, and leading a designated portion of the meeting</u></p> <ul style="list-style-type: none"> <li>• <u>summarizes personal strengths, preferences, interests, and needs as identified through updated transition assessment data</u></li> <li>• <u>identifies instruction and supports needed to obtain their postsecondary goals</u></li> </ul>
<p><b>Proposed change to expand this objective within proposed new Competency 7 across all four courses</b></p> <p><b>Removal of work hours per GRAD-004 change</b></p>	<p>2.04 Participates successfully in multiple paid and non-paid work based (ie. community-based) activities to complete the 240 hours requirement for the Occupational Course of Study by graduation:</p> <ul style="list-style-type: none"> <li>• Community based training (eg enclaves, mobile work crews)</li> <li>• Situational assessment</li> <li>• Internships</li> <li>• Job shadowing</li> <li>• Apprenticeships</li> <li>• Co-op programs</li> <li>• Part-time employment</li> <li>• Legitimate volunteer experiences</li> <li>• Community service</li> </ul>	
<p><b>Competency Goal 3:</b></p>	<p><b>Current Objectives:</b></p>	<p><b>Proposed Objectives:</b></p>
<p>The learner will develop the job-seeking skills necessary to secure employment in the chosen career pathway.</p>	<p>3.01 Conducts a job search based on career interests and abilities using any or all of the following:</p> <ul style="list-style-type: none"> <li>• Job listings</li> <li>• Employment Security Commission</li> <li>• Employment agencies</li> </ul>	<p>3.01 Conducts a job search based on career interests and abilities using any or all of the following:</p> <ul style="list-style-type: none"> <li>• Job listings</li> <li>• Employment Security Commission</li> <li>• Employment agencies</li> <li>• Friends and relatives</li> <li>• Vocational Rehabilitation Counselor</li> </ul>

	<ul style="list-style-type: none"> <li>• Friends and relatives</li> <li>• Vocational Rehabilitation Counselor</li> <li>• Career Guidance Counselor</li> <li>• Internet</li> <li>• Yellow pages</li> <li>• Want ads</li> <li>• Help wanted signs</li> <li>• Teachers</li> <li>• Direct application</li> </ul>	<ul style="list-style-type: none"> <li>• Career Guidance Counselor</li> <li>• Internet</li> <li>• Yellow pages</li> <li>• Want ads</li> <li>• Help wanted signs</li> <li>• Teachers</li> <li>• Direct application</li> </ul>
	3.02 Completes a variety of job applications in an acceptable manner	3.02 Completes a variety of job applications in an acceptable manner
	3.03 Composes a letter of introduction to accompany an application	3.03 Composes a letter of introduction to accompany an application
	3.04 Participates in mock interviews	3.04 Participates in mock interviews
	3.05 Composes a follow-up letter for an interview	3.05 Composes a follow-up letter for an interview
<b>Proposed clarification of job placement portfolio objective</b>	3.06 Participates in the collection of information for the development of a job placement portfolio	3.06 <u>Drafts a personalized introduction job placement portfolio packet to accompany an application:</u> <ul style="list-style-type: none"> <li>• <u>Letter of introduction</u></li> <li>• <u>Brief summary of skills necessary for prospective employment</u></li> <li>• <u>Resume</u></li> </ul>
<b>Proposed Competency Goal 4:</b>	<b>Current Objectives:</b>	<b>Proposed Objectives:</b>
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 an understanding of basic information concerning payroll and fringe benefits: <ul style="list-style-type: none"> <li>• Interpretation of paystub (eg. Net pay, gross pay, deductions, vacation days, sick days)</li> <li>• Calculation of pay</li> <li>• Social Security benefits and deductions</li> </ul>	4.01 Develops an understanding of basic information concerning payroll and fringe benefits: <ul style="list-style-type: none"> <li>• Interpretation of paystub (eg. Net pay, gross pay, deductions, vacation days, sick days)</li> <li>• Calculation of pay</li> <li>• Social Security benefits and deductions</li> <li>• Fringe benefits (eg. Vacation, insurance, stock options, bonuses)</li> </ul>

	<ul style="list-style-type: none"> <li>• Fringe benefits (eg. Vacation, insurance, stock options, bonuses)</li> <li>• Perks (eg. Discount tickets, use of company equipment, modified work schedule, etc.)</li> <li>• Insurance (eg. Major health/medical, disability, life, dental, cancer, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Perks (eg. Discount tickets, use of company equipment, modified work schedule, etc.)</li> <li>• Insurance (eg. Major health/medical, disability, life, dental, cancer, etc.)</li> </ul>
	4.02 Exhibits a strong work ethic and understands the importance of work to an individual and society	4.02 Exhibits a strong work ethic and understands the importance of work to an individual and society
	4.03 Exhibits good personal hygiene on a consistent basis: <ul style="list-style-type: none"> <li>• Grooming products and their usage</li> <li>• Work wardrobe</li> <li>• Seasonal wear</li> <li>• Hair care</li> <li>• Dental care</li> <li>• Body care</li> <li>• Skin care</li> </ul>	4.03 Exhibits good personal hygiene on a consistent basis: <ul style="list-style-type: none"> <li>• Grooming products and their usage</li> <li>• Work wardrobe</li> <li>• Seasonal wear</li> <li>• Hair care</li> <li>• Dental care</li> <li>• Body care</li> <li>• Skin care</li> </ul>
<b>Competency Goal 5:</b>	<b>Current Objectives:</b>	<b>Proposed Objectives:</b>
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 Defines various technology resources and identifies the importance of technology in the workplace	5.01 Defines various technology resources and identifies the importance of technology in the workplace
	5.02 Identifies technology supports needed to accommodate specific disability in the workplace	5.02 Identifies technology supports needed to accommodate specific disability in the workplace
	5.03 Identifies specific employability skills vs. general employability skills needed for chosen career path and accommodations	5.03 Identifies specific employability skills vs. general employability skills needed for chosen career path and accommodations

	or modifications needed to perform these skills	accommodations or modifications needed to perform these skills
	<p>5.04 Demonstrate safety and awareness of environment-related issues in the workplace:</p> <ul style="list-style-type: none"> <li>• Identification of basic safety equipment</li> <li>• Utilization of safety equipment</li> <li>• Notification of safety issues</li> <li>• Warning signs</li> <li>• Use of equipment</li> <li>• Lifting</li> <li>• Injury prevention</li> <li>• Poisons and appropriate usage</li> <li>• Cleaners and appropriate usage</li> <li>• Combustibles and appropriate usage</li> <li>• Trash disposal</li> <li>• Hazardous materials and appropriate usage</li> <li>• Recycling</li> </ul>	<p>5.04 Demonstrate safety and awareness of environment-related issues in the workplace:</p> <ul style="list-style-type: none"> <li>• Identification of basic safety equipment</li> <li>• Utilization of safety equipment</li> <li>• Notification of safety issues</li> <li>• Warning signs</li> <li>• Use of equipment</li> <li>• Lifting</li> <li>• Injury prevention</li> <li>• Poisons and appropriate usage</li> <li>• Cleaners and appropriate usage</li> <li>• Combustibles and appropriate usage</li> <li>• Trash disposal</li> <li>• Hazardous materials and appropriate usage</li> <li>• Recycling</li> </ul>
	<p>5.05 Demonstrates the physical demands and environmental tolerance and adjustment needed for chosen career pathway:</p> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Stamina</li> <li>• Use of upper extremities</li> <li>• Fine motor skills</li> <li>• Gross motor skills</li> <li>• Sensory discrimination</li> <li>• Temperature/weather conditions</li> <li>• Noise level</li> </ul>	<p>5.05 Demonstrates the physical demands and environmental tolerance and adjustment needed for chosen career pathway:</p> <ul style="list-style-type: none"> <li>• Endurance</li> <li>• Stamina</li> <li>• Use of upper extremities</li> <li>• Fine motor skills</li> <li>• Gross motor skills</li> <li>• Sensory discrimination</li> <li>• Temperature/weather conditions</li> <li>• Noise level</li> </ul>

	<ul style="list-style-type: none"> <li>Alertness</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Alertness</li> <li>Materials</li> </ul>
	5.06 Demonstrates the ability to organize area, materials, and equipment needed to perform job tasks of chosen career pathway	5.06 Demonstrates the ability to organize area, materials, and equipment needed to perform job tasks of chosen career pathway
<b>Competency Goal 6:</b>	<b>Current Objectives:</b>	<b>Proposed Objectives:</b>
The learner will develop the interpersonal relationship skills needed for success in the workplace.	<p>6.01 Interprets formal and informal organizational systems and the manner in which they operate in an employment setting:</p> <ul style="list-style-type: none"> <li>Chain of command</li> <li>Corporate culture</li> <li>Departments (eg. Personnel, finance, purchasing, maintenance)</li> <li>Formal and informal lines of communication</li> <li>Formal and informal leadership</li> <li>Committees</li> <li>Task forces</li> <li>Quality circles</li> <li>Teamwork</li> <li>Democratic voting</li> <li>Consensus decision-making</li> </ul>	<p>6.01 Interprets formal and informal organizational systems and the manner in which they operate in an employment setting:</p> <ul style="list-style-type: none"> <li>Chain of command</li> <li>Corporate culture</li> <li>Departments (eg. Personnel, finance, purchasing, maintenance)</li> <li>Formal and informal lines of communication</li> <li>Formal and informal leadership</li> <li>Committees</li> <li>Task forces</li> <li>Quality circles</li> <li>Teamwork</li> <li>Democratic voting</li> <li>Consensus decision-making</li> </ul>
	<p>6.02 Explains how societal needs influence the nature and structure of businesses and how businesses impact the community:</p> <ul style="list-style-type: none"> <li>Raw materials</li> <li>Products</li> <li>Customers</li> <li>Services</li> </ul>	<p>6.02 Explains how societal needs influence the nature and structure of businesses and how businesses impact the community:</p> <ul style="list-style-type: none"> <li>Raw materials</li> <li>Products</li> <li>Customers</li> <li>Services</li> <li>Environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Environment</li> </ul>	
	6.03 Demonstrates the ability to make friends in the workplace	6.03 Demonstrates the ability to make friends in the workplace
	<p>6.04 Applies the use of appropriate social amenities, social routines, conversational topics, and language in the workplace and appropriate body language and voice tone during these interactions:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Greetings</li> <li>• Farewells</li> <li>• Compliments</li> <li>• Apologies</li> <li>• Requests</li> <li>• Breaktime</li> <li>• Same sex conversations</li> <li>• Opposite sex conversations</li> <li>• Questions/comments from coworkers and supervisors</li> <li>• Humorous situations</li> <li>• Asking permissions</li> <li>• Interruptions</li> <li>• Casual conversation</li> <li>• Work-related conversation</li> </ul>	<p>6.04 Applies the use of appropriate social amenities, social routines, conversational topics, and language in the workplace and appropriate body language and voice tone during these interactions:</p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Greetings</li> <li>• Farewells</li> <li>• Compliments</li> <li>• Apologies</li> <li>• Requests</li> <li>• Breaktime</li> <li>• Same sex conversations</li> <li>• Opposite sex conversations</li> <li>• Questions/comments from coworkers and supervisors</li> <li>• Humorous situations</li> <li>• Asking permissions</li> <li>• Interruptions</li> <li>• Casual conversation</li> <li>• Work-related conversation</li> </ul>
	<p>6.05 Utilizes cooperation, camaraderie, cheerfulness, and empathy in the workplace:</p> <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Conversation</li> <li>• Gestures</li> <li>• Tokens of helpfulness</li> <li>• Expression of concern/sympathy</li> <li>• Recognition of special occasions</li> </ul>	<p>6.05 Utilizes cooperation, camaraderie, cheerfulness, and empathy in the workplace:</p> <ul style="list-style-type: none"> <li>• Attitude</li> <li>• Conversation</li> <li>• Gestures</li> <li>• Tokens of helpfulness</li> <li>• Expression of concern/sympathy</li> <li>• Recognition of special occasions</li> </ul>



	<ul style="list-style-type: none"> <li>• Written greetings/condolences</li> <li>• Company sponsored recreation and social events</li> </ul>	<ul style="list-style-type: none"> <li>• Written greetings/condolences</li> <li>• Company sponsored recreation and social events</li> </ul>
<b>Proposed Competency Goal 7:</b>		<b>Proposed Objectives:</b>
The learner will develop employability skills necessary for success in the work environment.		7.01 Explains at least two features of each of the six categories of employability skills
<b>Proposed addition of Competency 7 and objectives across all four courses</b>		7.02 Demonstrates at least two features within each of the six categories of employability skills during community-based and paid employment work hours activities: <ul style="list-style-type: none"> <li>• <u>Situational assessment</u></li> <li>• <u>Internships</u></li> <li>• <u>Job shadowing</u></li> <li>• <u>Apprenticeships</u></li> <li>• <u>Co-op programs</u></li> <li>• <u>Part-time employment</u></li> <li>• <u>Structured and supervised volunteer experiences</u></li> <li>• <u>Structured and supervised community service</u></li> </ul>
<b>Proposed Competency Goal 8:</b>		<b>Proposed Objectives:</b>
The learner will create a Career Portfolio as required by the GRAD-004 Policy.		8.01 Reviews and updates timeline for securing artifacts to be included the Career Portfolio over the grades 9, 10, 11, and 12
<b>Proposed addition of Competency 8 and objectives across all four courses</b>		8.02 Monitors collection of artifacts for Career Portfolio
		8.03 Determines additional artifacts needed to be included in Career Portfolio
<b>Proposed Addition: all content below</b>		
<b>Employability Skills Checklist:</b>		
Communication: <ul style="list-style-type: none"> <li>• <u>Demonstrate accurate exchange of information and ideas</u></li> <li>• <u>Demonstrate ability to provide/give constructive feedback</u></li> </ul>		

- 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: 9<sup>th</sup> and 10<sup>th</sup> grades

- Helps student builds Soft Skills:
- Teamwork & Collaboration Communication
- Problem-solving
- Leadership
- Collaboration
- Work Ethic
- Adaptability
- Interpersonal Skills
- Creativity
- Time Management

#### Benefits of Community-Based Work Hours: 10<sup>th</sup> and 11<sup>th</sup> grades

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

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

#### Benefits of Paid Employment Work Hours: 11<sup>th</sup> and 12<sup>th</sup> 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](#)

DRAFT