

## Occupational Preparation I

### Employment Preparation I Science

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, 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 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:
The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.	1.01 Explains the terms self-determination and self-advocacy and relates these concepts to personal rights and planning for the future	1.01 Explains the terms self-determination and self-advocacy and relates these concepts to personal rights and planning for the future
	1.02 Develops the self-awareness needed to identify personal traits and attributes affecting success in the following activities of adult life: <ul data-bbox="766 1133 1123 1385" style="list-style-type: none"><li>• self-concept</li><li>• self-confidence</li><li>• strengths and weaknesses</li><li>• expression of emotions</li><li>• acceptance of praise</li><li>• acceptance of criticism</li><li>• personal social skills</li></ul>	1.02 Develops the self-awareness needed to identify personal traits and attributes affecting success in the following activities of adult life: <ul data-bbox="1381 1133 1738 1385" style="list-style-type: none"><li>• self-concept</li><li>• self-confidence</li><li>• strengths and weaknesses</li><li>• expression of emotions</li><li>• acceptance of praise</li><li>• acceptance of criticism</li><li>• personal social skills</li></ul>

	<ul style="list-style-type: none"> <li>• accommodations and modification needed due to disability</li> <li>• positive characteristics</li> <li>• listening skills</li> <li>• problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>• accommodations and modification needed due to disability</li> <li>• positive characteristics</li> <li>• listening skills</li> <li>• problem-solving</li> </ul>
<p><b>Proposed addition of bullets:</b></p> <ul style="list-style-type: none"> <li>• <b>Leisure skills and interests</b></li> <li>• <b>Potential barriers/challenges</b></li> <li>• <b>Accommodations/modifications</b></li> </ul>	<p>1.03 Identifies the information provided through evaluations and assessments and applies the information to transition and career planning:</p> <ul style="list-style-type: none"> <li>• Aptitudes</li> <li>• Temperaments</li> <li>• Attitudes</li> <li>• Values</li> <li>• Lifestyles and preferences</li> <li>• Learning styles</li> <li>• Functional academic skills</li> <li>• Health and medical issues</li> </ul>	<p>1.03 Identifies the information provided through evaluations and assessments and applies the information to transition and career planning:</p> <ul style="list-style-type: none"> <li>• Aptitudes</li> <li>• Temperaments</li> <li>• Attitudes</li> <li>• Values</li> <li>• Lifestyles and preferences</li> <li>• Learning styles</li> <li>• Functional academic skills</li> <li>• Health and medical issues</li> <li>• <u>Leisure skills and interests</u></li> <li>• <u>Potential barriers/challenges</u></li> <li>• <u>Accommodations/modifications</u></li> </ul>
	<p>1.04 States the major concepts and strategies in career planning:</p> <ul style="list-style-type: none"> <li>• Postsecondary outcomes goals</li> <li>• Dreams vs. visions</li> <li>• Active listening</li> <li>• Strategic planning for goal achievement</li> <li>• Interagency teams (e.g. appropriate service providers as team members)</li> <li>• Negotiation</li> <li>• Compromise</li> <li>• Independence and accompanying responsibilities</li> </ul>	<p>1.04 States the major concepts and strategies in career planning:</p> <ul style="list-style-type: none"> <li>• Postsecondary outcomes goals</li> <li>• Dreams vs. visions/<u>goals</u></li> <li>• Active listening</li> <li>• Strategic planning for goal achievement</li> <li>• Interagency teams (e.g. appropriate service providers as team members)</li> <li>• Negotiation</li> <li>• Compromise</li> </ul>

	<ul style="list-style-type: none"> <li>Decision-making and choice-making</li> </ul>	<ul style="list-style-type: none"> <li>Independence and accompanying responsibilities</li> <li>Decision-making and choice-making</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 Defines terms related to vocational training (e.g. apprenticeships, cooperative education, job shadowing, on-the-job training, internships)	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.	2.02 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.	2.03 Identifies various sources of occupational information and strategies for accessing information.
<b>Proposed addition of bullets:</b> <ul style="list-style-type: none"> <li>Quality of life</li> <li>On the job health, physical stamina, and safety</li> </ul>	2.04 Develops an awareness of things to be considered when making a career pathway choice: <ul style="list-style-type: none"> <li>Occupational interests</li> <li>Job possibilities in areas of interest</li> <li>Required trainings or education</li> <li>Salary ranges</li> <li>Working conditions</li> <li>Job requirements</li> <li>Employee and environment match</li> </ul>	2.04 Develops an awareness of things to be considered when making a career pathway choice: <ul style="list-style-type: none"> <li>Occupational interests</li> <li>Job possibilities in areas of interest</li> <li>Required trainings or education</li> <li>Salary ranges</li> <li>Working conditions</li> <li>Job requirements</li> <li>Employee and environment match</li> <li><u>Quality of life</u></li> <li><u>On the job health, physical stamina, and safety</u></li> </ul>
<b>Proposed change to expand this objective within the proposed new Competency 7 across all four courses</b>	<del>2.05 Participates successfully in multiple school-based activities to complete 150 hours required for graduation:</del> <ul style="list-style-type: none"> <li><del>Vocational assessment activities</del></li> <li><del>School factories</del></li> </ul>	2.05 <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</u></li> </ul>

<p><b>Proposed addition of person driven planning objectives contained in 2.05 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 based enterprises</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>themselves and stating the purpose of the meeting</p> <ul style="list-style-type: none"> <li>• <u>summarizes personal strengths, preferences, interests, and needs as identified through transition assessment data</u></li> <li>• <u>identifies projected goals for postsecondary education, employment, and independent living</u></li> <li>• <u>identifies skills needed to obtain their postsecondary goals</u></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 Define terms in various employment and career related areas:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Job interviews</li> <li>• Orientation and training</li> <li>• Salary and benefits</li> <li>• Career advancement</li> </ul>	<p>3.01 Defines terms in various employment and career related areas:</p> <ul style="list-style-type: none"> <li>• Job application</li> <li>• Job interviews</li> <li>• Orientation and training</li> <li>• Salary and benefits</li> <li>• Career advancement</li> </ul>
	<p>3.02 Identifies and describes job search strategies:</p> <ul style="list-style-type: none"> <li>• Job listings</li> <li>• Employment security commission</li> <li>• Employment agencies</li> <li>• Family and friend network</li> <li>• Vocational rehabilitation counselor</li> <li>• Internet</li> <li>• Yellow pages</li> <li>• Want ads</li> <li>• Help wanted signs</li> <li>• Teachers</li> <li>• Direct Applications</li> </ul>	<p>3.02 Identifies and describes job search strategies:</p> <ul style="list-style-type: none"> <li>• Job listings</li> <li>• Employment security commission</li> <li>• Employment agencies</li> <li>• Family and friend network</li> <li>• Vocational rehabilitation counselor</li> <li>• Internet</li> <li>• Yellow pages</li> <li>• Want ads</li> <li>• Help wanted signs</li> <li>• Teachers</li> <li>• Direct applications</li> </ul>

	<p>3.03 Understands the process for obtaining and completing job applications:</p> <ul style="list-style-type: none"> <li>• Steps for requesting an application</li> <li>• Parts of an application</li> <li>• Required information</li> <li>• Optional information</li> <li>• Timeliness</li> <li>• Neatness, legibility, and accuracy</li> <li>• Submission of an application (traditionally and electronically)</li> </ul>	<p>3.03 Understands the process for obtaining and completing job applications:</p> <ul style="list-style-type: none"> <li>• Steps for requesting an application</li> <li>• Parts of an application</li> <li>• Required information</li> <li>• Optional information</li> <li>• Timeliness</li> <li>• Neatness, legibility, and accuracy</li> <li>• Submission of an application (traditionally and electronically)</li> </ul>
<b>Competency Goal 4:</b>	<b>Current Objectives:</b>	<b>Proposed Objectives:</b>
<p>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.</p>	<p>4.01 Develop a work ethic based on understanding the importance of work:</p> <ul style="list-style-type: none"> <li>• Work personality</li> <li>• Rewards of working</li> <li>• Contributions to society</li> <li>• Expectations of the world of work</li> </ul>	<p>4.01 Develops a work ethic based on understanding the importance of work:</p> <ul style="list-style-type: none"> <li>• Work personality</li> <li>• Rewards of working</li> <li>• Contributions to society</li> <li>• Expectations of the world of work</li> </ul>
	<p>4.02 Identifies personal hygiene and grooming skills appropriate for chosen career path and their importance to successful employment:</p> <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>	<p>4.02 Identifies personal hygiene and grooming skills appropriate for chosen career path and their importance to successful employment:</p> <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>
<p>The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain,</p>	<p>5.01 States the need for abiding by rules, procedures, and regulations in the workplace and identifies rules common to a variety of occupations.</p>	<p>5.01 States the need for abiding by rules, procedures, and regulations in the workplace and identifies rules common to a variety of occupations.</p>

maintain, and advance in chosen career pathway.		
	<p>5.02 Explains basic safety rules applicable to a variety of workplace situations:</p> <ul style="list-style-type: none"> <li>• Basic safety guidelines</li> <li>• Use of safety equipment</li> <li>• Notification of safety issues</li> <li>• Warning signs</li> <li>• Use of hand and power tools</li> <li>• Use of equipment</li> <li>• Lifting</li> </ul>	<p>5.02 Explains basic safety rules applicable to a variety of workplace situations:</p> <ul style="list-style-type: none"> <li>• Basic safety guidelines</li> <li>• Use of safety equipment</li> <li>• Notification of safety issues</li> <li>• Warning signs</li> <li>• Use of hand and power tools</li> <li>• Use of equipment</li> <li>• Lifting</li> </ul>
	5.03 States the purpose and responsibilities of the Environmental Protection Agency.	5.03 States the purpose and responsibilities of the Environmental Protection Agency
	<p>5.04 Acquires knowledge of environmental-related issues:</p> <ul style="list-style-type: none"> <li>• Poisons and appropriate usage/disposal</li> <li>• Cleaners and appropriate usage/disposal</li> <li>• Trash disposal</li> <li>• Hazardous materials and appropriate usage</li> <li>• Recycling</li> </ul>	<p>5.04 Acquires knowledge of environmental-related issues:</p> <ul style="list-style-type: none"> <li>• Poisons and appropriate usage/disposal</li> <li>• Cleaners and appropriate usage/disposal</li> <li>• Trash disposal</li> <li>• Hazardous materials and appropriate usage</li> <li>• Recycling</li> </ul>
<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.	6.01 Defines the terms friend, co-worker, supervisor, and customer.	6.01 Defines the terms friend, co-worker, supervisor, employer, and customer
	6.02 Recognizes the importance and desirable characteristics of workplace friends.	6.02 Recognizes the importance and desirable characteristics of workplace friends
	6.03 Describes appropriate social amenities, social routines, conversational topics, and language for a variety of workplace situation.	6.03 Describes appropriate social amenities, social routines, conversational topics, and language for a variety of workplace situation

<p><b>Proposed addition of bullet:</b></p> <ul style="list-style-type: none"> <li>• <b>Health and safety considerations of self and others</b></li> </ul>	<p>6.04 Identifies appropriate body language, body space, voice tone, volume, and attitude during social interaction in the workplace:</p> <ul style="list-style-type: none"> <li>• Introductions (e.g. shaking hands, voice tone, body posture, eye contact, etc.)</li> <li>• Conversation</li> <li>• Gestures</li> <li>• Token of helpfulness</li> <li>• Expressions of concern/sympathy</li> <li>• Recognition of special occasions</li> <li>• Written greetings/condolences</li> <li>• Company sponsored recreation and social events</li> </ul>	<p>6.04 Identifies appropriate body language, body space, voice tone, volume, and attitude during social interaction in the workplace:</p> <ul style="list-style-type: none"> <li>• Introductions (e.g. shaking hands, voice tone, body posture, eye contact, etc.)</li> <li>• Conversation</li> <li>• Gestures</li> <li>• Token of helpfulness</li> <li>• Expressions of concern/sympathy</li> <li>• Recognition of special occasions</li> <li>• Written greetings/condolences</li> <li>• Company sponsored recreation and social events</li> <li>• <u>Health and safety considerations of self and others</u></li> </ul>
<p><b>Proposed Competency Goal 7:</b></p>		<p><b>Proposed Objectives:</b></p>
<p>The learner will develop employability skills necessary for success in the work environment.</p>		<p><u>7.01 Recognizes features of the six categories of employability skills</u></p>
<p><b>Proposed addition of Competency 7 and objectives across all four courses</b></p>		<p><u>7.02 Demonstrates at least one feature within each of the six categories of employability skills during school-based work hours activities</u></p>
		<p><u>7.03 Participates successfully in multiple school-based activities to complete school-based work hours per GRAD-004 policy required for graduation:</u></p> <ul style="list-style-type: none"> <li>• <u>Vocational assessment activities</u></li> <li>• <u>School factories</u></li> <li>• <u>School-based enterprises</u></li> <li>• <u>Hands-on vocational training</u></li> <li>• <u>Job fairs</u></li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Vocational rehabilitation work adjustment training</u></li> <li>• <u>Job clubs</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.		<u>8.01 Researches appropriate contents for a Career Portfolio</u>
<b>Proposed addition of Competency 8 and objectives across all four courses</b>		<u>8.02 Researches and drafts a table of contents for electronic or hard copy option for Career Portfolio</u>
		<u>8.03 Creates a timeline for securing artifacts to be included in the final product over the grades 9, 10, 11, and 12</u>
<b>Proposed Addition: all content below</b>		
<b>Employability Skills Checklist:</b>		
<p><u>Communication:</u></p> <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> <li>• <u>Demonstrate ability to identify audience needs and prepare for desired outcome</u></li> <li>• <u>Demonstrate active listening</u></li> <li>• <u>Demonstrate ability to write and speak effectively and clearly</u></li> </ul> <p><u>Ethics:</u></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate honesty and integrity in communications, and personal behavior</u></li> <li>• <u>Demonstrate fairness and respect in communications, and personal behavior</u></li> <li>• <u>Demonstrate honesty, integrity, fairness, and respect in decision making</u></li> <li>• <u>Demonstrate accountability for work and commitments</u></li> <li>• <u>Demonstrate the Golden Rule and “Do the Right Thing”</u></li> </ul> <p><u>Problem Solving:</u></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate careful consideration of options when solving challenges</u></li> <li>• <u>Demonstrate the ability to identify potential challenges and causes (downstream effects)</u></li> <li>• <u>Demonstrate the ability to acquire, organize, manage, and interpret information and effects of various options</u></li> <li>• <u>Demonstrate ability to investigate root causes of challenges</u></li> </ul> <p><u>Professionalism:</u></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate ability to effectively manage work/life balance</u></li> </ul>		



- 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](#)