

Employment Preparation II Citizenship 1A & 1B

Content Focus: Employability Skills, Self-Awareness, Self-Determination, Self-Advocacy, Technology, Citizenship, Health and Safety, Career Development and Planning, Personal Management, and includes themes of Social Studies, Citizenship, and Global Citizenship.

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 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:	Objectives:
The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.	1.01 Identifies and demonstrates an understanding of various styles of communication and their utilization: <ul style="list-style-type: none">• Passive• Aggressive• Assertive• Formal• Informal• Nonverbal (e.g. body language)
	1.02 Develops basic understanding of laws related to disability rights: <ul style="list-style-type: none">• Americans with Disabilities Act (ADA)• Equal Employment and Opportunity Commission (EEOC)• Fair Labor Standards Act (FLSA)• Section 501/502/504 of the Vocational Rehabilitation Act of 1973• Individuals with Disabilities Education Act (IDEA)• Vocational Rehabilitation’s Individualized Plan of Employment (IPE)• Carl Perkins Act• Person Centered/Driven Planning• Family Rights Privacy Act

	<ul style="list-style-type: none"> • Adult status at age 18 • Occupational Safety and Health Administration (OSHA) • Workforce Innovations and Opportunity Act (WIOA)
	1.03 Identifies steps involved in career planning
	1.04 States how content of the Occupational Course of Study relates to future careers and adjustment to adult life
	1.05 Identifies areas of personal improvement and demonstrates the ability to formulate a plan of action
	1.06 Identifies basic concepts associated with labor unions and professional organizations and the advantages/disadvantages of membership
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 Examines various career pathways and identifies potential career of interest
	2.02 Demonstrates ability to locate information about careers of interest
	2.03 Investigates information related to their list of potential future careers
	2.04 Develops person driven planning skills and strategies by participation in the following: <ul style="list-style-type: none"> • attends and actively participates in their IEP meeting by introducing themselves, stating the purpose of the meeting, providing an overview of the meeting agenda, and sharing their projected postsecondary goals • summarizes personal strengths, preferences, interests, and needs as identified through updated transition assessment data • identifies instruction and supports 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 Describes successful interviewing strategies: <ul style="list-style-type: none"> • Purpose of interview • Information on potential employer • Proper attire • Proper behavior

	<ul style="list-style-type: none"> • Necessary papers/personal information (e.g. work permit, social security number, driver license/ID) • Appropriate response to questions • Appropriate questions to ask interviewer • Follow-up to interview
	<p>3.02 Describes steps for obtaining pertinent employment related information:</p> <ul style="list-style-type: none"> • Social security number • Work permit • Identification card • References • Certification of specialized training • High school transcript
	<p>3.03 Identifies the steps involved in conducting a job search in areas of career interest</p>
Competency Goal 4:	Objectives:
<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 Identifies transportation and mobility resources and strategies for utilization:</p> <ul style="list-style-type: none"> • Public transportation • Graphic transportation and mobility organizers (e.g. directions, maps, transportation schedules, building schematics) • Friends, relatives, and co-workers • Safety • Etiquette • Choice issues (e.g. convenience, cost, reliability, and accessibility) • Accommodations • Budgeting • Learner permit and driver license • Responsibilities related to owning a car
	<p>4.02 Identifies importance of various personal management work behaviors, habits, and skills for job success and strategies for successful implementation:</p> <ul style="list-style-type: none"> • Physical navigation

	<ul style="list-style-type: none"> • Acceptance of feedback from supervisor • Resolution of conflicts • Demonstration of respect • Acceptance of new tasks • Delayed gratification • Avoidance of maladaptive behaviors (e.g. physical aggression, excessive teasing, verbal aggression, non-compliance, inappropriate verbalizations, inappropriate displays of affections, stealing, sexual misconduct, harassment)
Competency Goal 5:	Objectives:
<p>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.</p>	<p>5.01 States reason for maintaining high standards for quality and quantity of work and recognizes strategies for obtaining these standards:</p> <ul style="list-style-type: none"> • Time on task • Self-evaluation of work • Performance of repetitive tasks • Competitive standards • Work evaluations by supervisor
	<p>5.02 Identifies physical demands of the job performance skills and the level of environmental tolerance needed for chosen career path:</p> <ul style="list-style-type: none"> • Endurance • Stamina • Use of upper extremities • Fine motor skills • Gross motor skills • Sensory discrimination • Temperature/weather conditions • Noise level • Alertness • Materials • Environmental conditions and hazards
	<p>5.03 Explains job performance related to a variety of occupations and their importance as they relate to job success:</p> <ul style="list-style-type: none"> • Use of time clock and/or time sheet

	<ul style="list-style-type: none"> • Acquisition of materials/equipment needed for job assignments • Organization of work materials • Work area arrival and departure • Problem-solving
Competency Goal 6:	Objectives:
The learner will develop the interpersonal relationship skills needed for success in the workplace.	<p>6.01 Identifies potential conflict situations on the job and strategies for handling and preventing workplace conflict:</p> <ul style="list-style-type: none"> • Peer pressure from co-workers • Co-worker verbalization of beliefs and values contrary to one's own beliefs and value system • Exposure to unkind, unethical, and dangerous practices • Instigation of an argument by co-worker and customer • Personality conflicts • Negative interactions (e.g. teasing, name calling, put-downs, verbal aggression, and physical aggression)
	6.02 Develops awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs
	<p>6.03 Determines appropriate attitudinal and behavioral strategies for interacting with a supervisor:</p> <ul style="list-style-type: none"> • Evaluative conference • Compliance with instructions and directions • Orientation • Problem reporting • Requests for assistance
	6.04 Identifies appropriate natural supports on specific jobs and strategies for developing these supports
	<p>6.05 Outlines strategies for basic customer service skills:</p> <ul style="list-style-type: none"> • Performance consistent with a company's customer service policy (e.g. mission statement, vision) • Helpful and friendly interactions • Resolution of customer complaints • Provision of information (e.g. verbal, phone, and e-mail) • Obtaining supervisor's assistance in crisis situations with customers

Competency Goal 7:	Objectives:
The learner will develop employability skills necessary for success in the work environment.	7.01 States at least two features of each of the six categories of employability skills
	<p>7.02 Demonstrates at least two features within each of the six categories of employability skills during school-based and/or community-based work hours activities per GRAD-004 policy required for graduation:</p> <ul style="list-style-type: none"> • School factories • School-based enterprises • Job fairs • Vocational Rehabilitation work adjustment training • Vocational assessment activities • Job clubs • Situational assessment • Internships • Job shadowing • Apprenticeships • Co-op programs • Part-time employment • Structured and supervised volunteer experiences • Structured and supervised community service
Competency Goal 8:	Objectives:
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
	8.02 Monitors collection of artifacts for Career Portfolio
	8.03 Determines additional artifacts needed to be included in Career Portfolio
Employability Skills Checklist: (from NCDPI CTE Division Adopted Six Employability Skills)	
<p>Communication:</p> <ul style="list-style-type: none"> • 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](#)

