Employment Preparation III Citizenship 2A & 2B

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 adult service agencies, their services, and the processes for accessing these services: • Vocational Rehabilitation (VR) • Social Security Administration (SSA) • Employment Security Commission (ESC) • Workforce Development Board (WDB) • Mental Health • Advocacy Groups • Post-secondary Educational Institutions • Community Residential Services • Community Rehabilitation Agencies • Community recreation services • Department of Social Services (DSS) • Private adult service providers
	1.02 Demonstrate use of self-determination in a variety of life situations and utilizes self-advocacy skills appropriately to reach post-secondary goals

	1.03 Demonstrates active participation in a variety of person driven planning activities: • Establishment of agenda • Chairmanship of meetings • Development of plans • Assignment of responsibility • Follow-up
Competency Goal 2:	**Current Objectives:**
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
	2.02 Obtains assistance in assessing personal attributes related to career choices
	2.03 Develops person driven planning skills and strategies by participation in the following: • attends and actively participates in their IEP meeting by introducing themselves and team members, stating the purpose of the meeting, providing an overview of the meeting agenda, and leading a designated portion of the meeting • 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 Conducts job search based on career interests and abilities using any or all of the following: • Job listings • Employment Security Commission • Employment agencies • Friends and relatives • Vocational Rehabilitation Counselor • Career Guidance Counselor • Internet

	• Yellow pages • Want ads • Help wanted signs • Teachers • Direct application
	3.02 Completes variety of job applications in an acceptable manner
	3.03 Composes letter of introduction to accompany an application
	3.04 Participates in mock interviews
	3.05 Composes follow-up letter for an interview
	3.06 Drafts personalized introduction job placement portfolio packet to accompany an application: • Letter of introduction • Brief summary of skills necessary for prospective employment • Resume
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 understanding of basic information concerning payroll and fringe benefits: • Interpretation of paystub (eg. net pay, gross pay, deductions, vacation days, sick days) • Calculation of pay • Social Security benefits and deductions • Fringe benefits (eg. vacation, insurance, stock options, bonuses) • Perks (eg. discount tickets, use of company equipment, modified work schedule, etc.) • Insurance (eg. major health/medical, disability, life, dental, cancer, etc.)
	4.02 Exhibits strong work ethic and understands the importance of work to an individual and society
	4.03 Exhibits good personal hygiene on a consistent basis: • 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 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
	5.03 Identifies specific employability skills vs. general employability skills needed for chosen career path and accommodations or modifications needed to perform these skills.
	5.04 Demonstrates safety and awareness of environment-related issues in the workplace: • Identification of basic safety equipment • Utilization of safety equipment • Notification of safety issues • Warning signs • Use of equipment • Lifting • Injury prevention • Poisons and appropriate usage • Cleaners and appropriate usage • Combustibles and appropriate usage • Trash disposal • Hazardous materials and appropriate usage • Recycling
	5.05 Demonstrates physical demands and environmental tolerance and adjustment needed for chosen career pathway: • Endurance • Stamina

	• Use of upper extremities • Fine motor skills • Gross motor skills • Sensory discrimination • Temperature/weather conditions • Noise level • Alertness • Materials
	5.06 Demonstrates ability to organize area, materials, and equipment needed to perform job tasks of chosen career pathway
Competency Goal 6:	**Objectives:**
The learner will develop the interpersonal relationship skills needed for success in the workplace.	6.01 Interprets formal and informal organizational systems and the manner in which they operate in an employment setting: • Chain of command • Corporate culture • Departments (eg. personnel, finance, purchasing, maintenance) • Formal and informal lines of communication • Formal and informal leadership • Committees • Task forces • Quality circles • Teamwork • Democratic voting • Consensus decision-making
	6.02 Explains how societal needs influence the nature and structure of businesses and how businesses impact the community: • Raw materials • Products • Customers • Services • Environment
	6.03 Demonstrates ability to make friends in the workplace

	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: • Introductions • Greetings • Farewells • Compliments • Apologies • Requests • Breaktime • Same sex conversations • Opposite sex conversations • Questions/comments from coworkers and supervisors • Humorous situations • Asking permissions • Interruptions • Casual conversation • Work-related conversation
	6.05 Utilizes cooperation, camaraderie, cheerfulness, and empathy in the workplace: • Attitude • Conversation • Gestures • Tokens of helpfulness • Expression of concern/sympathy • Recognition of special occasions • Written greetings/condolences • Company sponsored recreation and social events
Competency Goal 7:	**Objectives:**
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

	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:
	- 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)	

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