North Carolina CTE

Occupational - Preparation 2 (2006): Grades 9, 10, 11, 12

Adopted 2006

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: - passive - aggressive - assertive - formal - informal - nonverbal (e.g. body language).
	1.02	Develops a basic understanding of laws related to disability rights: - Americans with Disabilities Act (ADA) - Equal Employment and Opportunity Commission (EEOC) - Fair Labor Standards Act (FLSA) - Sections 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 planning - Family Rights Privacy Act - adult status at age 18 - OSHA
	1.03	Identifies the steps involved in career planning.
	1.04	States how the 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.
The leaner will actively participate in career development activities (e.g. awareness, exploration, and planning) to determine a career goal.	2.01	Examines various career pathways and identifies potential careers of interest.
	2.02	Demonstrates the ability to locate information about careers of interest.
	2.03	Investigates information related to their list of potential future careers.
	2.04	Participates successfully in multiple school-based activities to complete the 300-hour requirement for the Occupational Course of Study by graduation: - school factories - school-based enterprises - hands-on vocational training in Career-Technical Education courses - job fairs - Vocational Rehabilitation work adjustment training - vocational assessment activities - Job Clubs

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	2.05	Participates successfully in paid and non-paid work-based (i.e. community-based) activities to complete the 240-hour requirement for the Occupational Course of Study by graduation: - community-based training (e.g. enclaves, mobile work crews) - situational assessment - internships - Job Shadowing - apprenticeships - co-op programs - part-time employment - legitimate volunteer experiences - community service
The learner will develop the job seeking skills necessary to secure employment in chosen career pathway.	3.01	Describes successful interviewing strategies: - purpose of interview - information on potential employer - proper attire - proper behavior - necessary papers/personal information (e.g. work permit, social security number, driver's license/ID) - appropriate response to questions - appropriate questions to ask interviewer - follow-up to interview
	3.02	Describes steps for obtaining pertinent employment related information: - social security number - work permit - identification card - references - certification of specialized training - high school transcript
	3.03	Identifies the steps involved in conducting a job search in areas of career interest.
	3.04	Describes the content and outline of a job placement portfolio and discusses strategies for the collection of this information: - biographical information - school and work attendance records - vocational evaluation and assessment results - record of school-based and work-based learning activities - course of study and grades - extracurricular activities - community service activities - awards, honors, and special recognition - long-range goals - adult service agency involvement - references
	3.05	Participates in establishing the process for the development of a Job Placement Portfolio prior to graduation.
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	Identifies transportation and mobility resources and strategies for utilization: - public transportation - graphic transportation and mobility organizers (e.g. directions, maps, transportation schedules, building schematics) - friends, relatives, and coworkers - safety - etiquette - choice issues (e.g. convenience, cost, reliability, and accessibility) - accommodations - budgeting - leamer's permit and driver's license - issues related to owning a car
	4.02	Identifies the importance of various personal management work behaviors, habits, and skills for job success and strategies for their successful implementation - physical navigation of employment sites (e.g. entrance, exit, stairs, elevator, hallways, escalators) - acceptance of feedback from a supervisor - requests for assistance - resolution

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		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 affection, stealing, sexual misconduct, harassment) - good attendance - punctuality - breaktime behavior - completion of work within designated time schedule - initiative - flexibility - adaptation to change
The learner will develop the work behaviors, habits, and skills in the area of job performance needed to obtain, maintain, and advance in career pathway.	5.01	States the reasons for maintaining high standards for quality and quantity of work and recognizes strategies for obtaining these standards: - time on task - self-evaluation of work - performance of repetitive tasks - competitive standards - work evaluations by supervisor
	5.02	Identifies the physical demands of the job performance skills and the level of environmental tolerance needed for chosen career path: - 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
	5.03	Explains job performance issues related to a variety of occupations and their importance as they relate to job success: - use of a timeclock and/or timesheet - acquisition of materials/equipment needed for job assignments - organization of work materials - work area arrival and departure - problem-solving
The learner will develop the interpersonal relationship skills needed for success in the workplace.	6.01	Identifies potential conflict situations on the job and strategies for handling and preventing workplace conflict: - peer pressure from coworkers - coworker 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 a coworker and customer - personality conflicts - negative interactions (e.g. teasing, namecalling, put-downs, verbal aggression, and physical aggression)
	6.02	Develops an awareness of and sensitivity to different cultures, lifestyles, attitudes, and beliefs.
	6.03	Determines appropriate attitudinal and behavioral strategies for interacting with a supervisor: - evaluative conferencecompliance 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.
	5	Outlines strategies for basic customer service skills: performance consistent with a company's customer service policy (e.g. mission statement,

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**vision)
helpful and friendly interactions
resolution of customer complaints
provision of information (e.g. verbal, phone, and email) obtaining supervisor's assistance in crisis situations with customers
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