

Course Syllabus
Randleman High School

Occupational Preparation I

Ms. Dominick

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Pre-requisite

None

Course Description:

This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment in their career choice and make career advancements. Students will participate in school-based learning activities including work ethic development, job-seeking skills, decision-making skills, and self-management. Students will be involved in on-campus vocational training activities such as school factories, work-based enterprises, hands-on vocational training in Workforce Development Education courses and the operation of small businesses. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of Occupational Preparation courses.

Student Learning Objectives

See below.

Required Textbooks/Materials:

Binder

5 Dividers

Notebook paper

Pens/Pencils

Grading Policies:

Daily grade 25%

Bellwork/Notebook 25%

Classwork 25%

Tests/Quizzes 25%

Course Policies:

Make Up Work:

If you are absent, then you are expected to make up the work that you missed. You have as many days as you were absent to make up your work. For example, if you missed two days, then you have two days to make up your missed work before it becomes a zero. It is your responsibility to see me to get missed work, schedule time to do a make up a quiz/exam, or complete make up time. Please see me before or after class to make these arrangements.

Make Up Time:

If a student needs to make up time, it must be minute by minute. I will be available after school from 3:15 to 4:15 to assist with make up time or tutoring. However, you must schedule time to come after school. If you do not schedule a time, I cannot guarantee I will be available. As soon as you miss five days, you should start making up time. Do not wait until the last minute, or you will not be able to make up all of the time.

Extra Credit:

From time to time, extra credit assignments will be given. Extra credit can be earned from participation in a review game or by consistent positive behavior over a school week.

Late work:

Students may only turn in late work if they have been absent from school. Otherwise, I do not accept late work. I give a reasonable amount of time to complete assignments, so students should not have to turn in work late.

Attendance:

According to Randleman High School attendance policies, three tardies equals one absence. After five absences, students are required to make up time by schedule time after school with their teacher. Once a student has reached ten absences in any particular class, they may automatically fail the class.

Behavior:

Students are assessed by their behavior daily. In each class, student are given a sheet that allows student to score their behavior during the period. Students may earn up to five points per day or 25 points a week. Students are graded on being on time, being respectful to others, sowing effort, following directions and cooperating with others.

Remediation/tutoring opportunities:

I am available after school from 3:15-4:15. Student may stay after school and attend tutoring as long as I am available. You must talk to me to schedule a time.

Assignments for the Semester:

3 days: Basic vocabulary for employment
10 days: Career development activities
15 days: Occupational interests
3 days: Review

10 days: Job seeking skills
7 days: Forms and Applications
7 days: Communication Skills
5 days: Self Advocacy Skills
3 days: Review

5 days: Personal hygiene
5 days: Safety in the workplace
10 days: Interpersonal relationship skills
5 days: Review

Parent Signature

Date

Student Signature

Date

North Carolina Standard Course of Study

Competency Goal 1: The learner will develop self-determination skills for participating in transition planning and making a successful adjustment to adult life.

Objectives

- 1.01 Explain the terms self-determination and self-advocacy and relate these concepts to personal rights and planning for the future.
- 1.02 Develop the self-awareness needed to identify personal traits and attributes affecting success in the following activities of adult life: self-concept, self-confidence, strengths and weaknesses, expression of emotions, acceptance of praise, acceptance of criticism, personal social skills, accommodations and modifications needed due to disability, positive characteristics, listening skills, problem-solving skills.
- 1.03 Identify the information provided through evaluations and assessments and apply the information to transition and career planning: aptitudes, temperaments, attitudes, values, lifestyles and preferences, learning styles, functional academic skills, health and medical issues
- 1.04 State the major concepts and strategies in career planning: post-secondary outcome goals, dreams and visions, active listening, strategic planning for goal achievement, interagency teams (e.g., appropriate service providers as team members), negotiation, compromise, independence and accompanying responsibilities, decision-making and choice making

Competency Goal 2: The learner will actively participate in career development activities (e.g., awareness, exploration, and planning) to determine a career goal.

Objectives

- 2.01 Define terms related to vocational training (e.g., apprenticeships, cooperative education, job shadowing, on-the-job training, internships)
- 2.02 Identify major benefits of employment along with specific advantages and disadvantages of certain careers
- 2.03 Identify various sources of occupational information and strategies for assessing information
- 2.04 Develop an awareness of things to be considered when making a career pathway choice: occupational interests, job possibilities in areas of interests, required training or education, salary ranges, working conditions, job requirements, employee and environment match
- 2.05 Participate successfully in multiple school-based activities to complete the 300-hour requirement for Occupational Course of Study by graduation: vocational assessment activities, school factories, school-based enterprises, hands-on vocational training in Workforce Development Education courses, job fairs, Vocational Rehabilitation work adjustment training, job clubs

Competency Goal 3: The learner will develop the job-seeking skills necessary to secure

employment in the chosen career pathway.

Objectives

- 3.01 Define terms in various employment and career related areas: job applications, job interviews, orientation and training, salary and benefits, career advancement
- 3.02 Identify and describe job search strategies: job listing, Employment Security Commission, employment agencies, family and friend network, Vocational Rehabilitation counselor, Career Guidance Counselor, Internet, Yellow Pages, want ads, help wanted signs, teachers, direct application
- 3.03 Understand the process for obtaining and completing job applications: steps for requesting an application, parts of an application; required information; optional information; timeliness; neatness, legibility and accuracy; submission of an application (traditionally and electronically)

Competency Goal 4: 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.

Objectives

- 4.01 Develop a work ethic based on understanding the importance of work: work personality, rewards of working, contributions to society, expectations of the world of work
- 4.02 Identify personal hygiene and grooming skills appropriate for chosen career path and their importance to successful employment: grooming products and their usage, work wardrobe, seasonal wear, hair care, dental care, body care, skin care

Competency Goal 5: 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.

Objectives

- 5.01 State the need for abiding by rules, procedures and regulations in the workplace and identify rules common to a variety of occupations
- 5.02 Explain basic safety rules applicable to a variety of workplace situations: basic safety guidelines, use of safety equipment, notification of safety issues, warning signs, use of hand and power tools, use of equipment, lifting
- 5.03 State the purpose and responsibilities of the Environmental Protection Agency
- 5.04 Acquire knowledge of environmental-related issues: poisons and appropriate usage/disposal; cleaners and appropriate usage/disposal; combustible and appropriate usage/disposal; trash disposal; hazardous materials and appropriate usage; recycling

Competency Goal 6: The learner will develop the interpersonal relationship skills needed

for success in the workplace.

Objectives

- 6.01 Define the terms friend, co-worker, supervisor, and customer
- 6.02 Recognize the importance and desirable characteristics of workplace friends
- 6.03 Describe appropriate social amenities, social routines, conversational topics, and language for a variety of workplace situations: introductions, greetings, farewells, compliments, apologies, requests, break time, same sex conversations, opposite sex conversations, questions/comments from coworkers and supervisors, humorous situations, requests for permission, interruptions, casual conversation, work-related conversation
- 6.04 Identify appropriate body language, body space, voice tone, volume, and attitude during social interactions in the workplace: introductions (e.g., shaking hands, voice tone, body posture, eye contact, etc.); conversation; customer interactions; coworker interactions
- 6.05 Explain methods of demonstrating cooperation, camaraderie, cheerfulness, and empathy in the workplace: attitude, conversation, gestures, tokens of helpfulness, expressions of concern/sympathy, recognition of special occasions, written greetings/condolences, company sponsored recreation and social events