

Employability Education I- Career Awareness and Exploration

The Employability Education I course is designed for students to explore interests, research careers, create resumes, practice interview skills, and conduct informational interviews and job shadows. This course is designed to introduce students to the fundamental attitudes, behaviors, and habits needed to obtain and maintain employment 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 begin a career portfolio as part of the requirements for the South Carolina High School Credential. Formal career planning and development of knowledge regarding transition planning begins in this course and continues throughout the strand of the employability education courses.

Objective	(S-AW)	Competency Goals
<p>SELF-AWARENESS</p> <p>Objective: Formulate an awareness of self to include personal strengths, challenges and other relevant characteristics.</p>		<ol style="list-style-type: none"> 1. Use available resources to investigate one's own disability. 2. Identify, based on present levels, strengths and weaknesses. 3. Determine one's own personality traits and identify how these affect learning and progress. 4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities. 5. Define success and how one's own self affect one's success. 6. Explore the personal identity using a variety of role models. 7. Complete a learning styles inventory and provide a written reflection on the results.

<p align="center">SELF-ADVOCACY</p> <p>Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.</p>	<p align="center">(S-AD)</p>	<ol style="list-style-type: none"> 1. Become knowledgeable of personal values, traits and learning accommodations. 2. Explore the concepts of informed decision making and making individual choices based on one's own preferences. 3. Develop an oral or written report on the impact of work and having a disability.
<p align="center">COMMUNICATION/ SOCIAL SKILLS</p> <p>Objective: Demonstrate an awareness of appropriate communication skills, how to handle criticism, and how to develop appropriate personal relationship skills with both peers and adults. Students will learn to work as a team.</p>	<p align="center">(C)</p>	<ol style="list-style-type: none"> 1. Explain methods of demonstrating cooperation in the workplace: dealing with criticism/gossip, working as a team/group, and workplace diversity. 2. Describe appropriate communication and social routines for a variety of workplace situations: oral speaking, written communication, and internet etiquette. 3. Recognize the importance and desirable characteristics of appropriate workplace behaviors: personal attitude, and work ethic.
<p align="center">PORTFOLIO INFORMATION</p> <p>Objective: Create a personal student portfolio using technology that illustrates an understanding of rubrics. Begin the development of a resume.</p>	<p align="center">(PI)</p>	<ol style="list-style-type: none"> 1. Demonstrate an appropriate use of technology to include appropriate online etiquette & safety. 2. Understand the importance of assessments and rubrics when developing a student portfolio. 3. Define the components of a resume.
<p align="center">SELF-DETERMINATION</p> <p>Objective: Demonstrate the importance of making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.</p>	<p align="center">(SD)</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of appropriate decision making in everyday life situations. 2. Identify the major components of goal attainment: Setting goals, problem-solving, and writing reflections. 3. Explore the concepts of service learning and community engagement as it relates to successful employment. 4. Complete a self-determination self-assessment

			and provide a written reflection on the results.
		(TW)	
	THINKING ABOUT WORK Objective: Develop a plan of study that will help bridge secondary and post-secondary options upon the completion of the credential.		<ol style="list-style-type: none"> 1. Identify the concepts associated with and the importance of why people work. 2. Demonstrate an understanding of the different Career Clusters and the types of associated jobs. 3. Identify the difference between part-time/ full-time work. 4. Identify potential job and roles for specific career clusters of interest. 5. Complete a career-interest assessment and provide a written reflection on the results.
	SOFT SKILLS Objective: Understand the importance of critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.	(SS)	<ol style="list-style-type: none"> 1. State the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care. 2. Demonstrate awareness of successful work habits: professional growth, networking, leadership and teamwork skills. 3. Complete a study skills assessment and provide a written reflection on the results.
	PLANNING FOR EMPLOYMENT Objective: Utilize aptitude and ability assessments to explore career options. Learn the transition components of the IEP to assist in planning for post-secondary choices.	(PE)	<ol style="list-style-type: none"> 1. Define the concepts of aptitude and ability. 2. Explore optional careers applying one's own aptitude and abilities. 3. Identify the transition components of the IEP and utilize this information during an analysis of the IGP. 4. Explain the importance of maintaining a healthy lifestyle.

Employability Education II- Advanced Awareness and Exploration

The Employability Education II course is designed to develop skills generic to all career majors; resource management, communication, interpersonal relationships, technology, stamina, endurance, safety, mobility skills, motor skills, teamwork, sensory skills, problem solving, cultural diversity, information acquisition/management, and self-management. This course content is focused on providing students with a repertoire of basic skills that will serve as a foundation for future career application. Students will expand their school-based learning activities to include school-based job shadowing and work-based learning activities. Job seeking skills also will be refined. Students may be involved in on-campus vocational training activities such as school-based enterprises, hands-on vocational training in career education courses and the operation of school-based enterprises. Additionally, the course will continue the focus on the development of self-determination skills as well as the career portfolio.

Objective		Competency Goals
<p align="center">SELF-AWARENESS</p> <p>Objective: Explore own attributes in terms of strengths and weaknesses, understand how to choose healthy lifestyles and define success.</p>	(S-AW)	<ol style="list-style-type: none"> 1. Examine, based on present levels, strengths and weaknesses. 2. Identify the importance of developing a healthy lifestyle. 3. Determine one's own personality traits and identify how these affect learning and progress. 4. Become knowledgeable of laws and regulations that delineate the rights of individuals with disabilities. 5. Define success and how one's own self affect one's success. 6. Explore the personal identity and a variety of role models. 7. Complete an assistive technology needs assessment and provide a written reflection on the results.
<p align="center">SELF-ADVOCACY</p> <p>Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, post-secondary goals and adult life.</p>	(S-AD)	<ol style="list-style-type: none"> 1. Explore the concepts of informed decision making and making individual choices based on one's own preferences. 2. Demonstrate an understanding of work values

		and how their own work traits will lead to a successful career. 3. Develop an oral or written report on the impact of work as it relates to your family.
COMMUNICATION/ SOCIAL SKILLS	(C)	<ol style="list-style-type: none"> 1. Demonstrate working as a member of a team. 2. Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, and internet etiquette. 3. Identify the importance and key components of successful job interviewing.
PORTFOLIO INFORMATION	(PI)	<ol style="list-style-type: none"> 1. Demonstrate an appropriate application of technology skills to include online safety. 2. Use information gathered from assessments and transition checklists to develop a personal student portfolio; makes periodic portfolio entries as needed. 3. Develop components of a resume.
SELF-DETERMINATION	(SD)	<ol style="list-style-type: none"> 1. Demonstrate an understanding of appropriate decision making in workplace situations. 2. Explore the major components of goal attainment: Setting goals, problem-solving, and writing reflections. 3. Explore the concepts of service learning and community engagement as it relates to successful employment. 4. Demonstrate ability to participate in the student-led IEP process. 5. Update the self-determination self-assessment and provide a written reflection on changes.
CAREER CLUSTERS	(CC)	<ol style="list-style-type: none"> 1. Identify chosen career cluster, potential job and roles.
Objective: Demonstrate an awareness of appropriate communication skills, how to handle criticism, and how to develop appropriate personal relationship skills with both peers and adults. Students will learn to work as a team.		
Objective: Create a personal student portfolio using technology. Begin the development of a resume.		
Objective: Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.		
Objective: Review plan of study to make successful secondary and post-secondary options to include how to network and identify		

<p>potential job options within community.</p>		<ol style="list-style-type: none"> 2. Explores concepts of networking to locate resources and potential job options in community. 3. Update the career interest's survey and provide a written reflection on changes.
<p>EMPLOYMENT - JOB SHADOWING</p> <p>Objective: Formulate a knowledge of specific jobs through viewing job videos, becoming involved in school-based enterprises and job shadowing within a school setting.</p>	<p>(E-JS)</p>	<ol style="list-style-type: none"> 1. Complete a post-school outcomes questionnaire and provide a written or oral report on the results. 2. Develop a power-point to present on the job-shadowing opportunities. 3. Use available resources to investigate various jobs aligned to student's interests. 4. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, and job shadowing.
<p>SOFT SKILLS</p> <p>Objective: Understand the importance of critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.</p>	<p>(SS)</p>	<ol style="list-style-type: none"> 1. Examine the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care. 2. Explore successful work habits: professional growth, networking, online safety, leadership and teamwork skills. 3. Understand that change occurs and self-monitor behavior when dealing with change in personal, school and work environments.
<p>SALARY & PERSONAL FINANCES</p> <p>Objective: Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.</p>	<p>(SPF)</p>	<ol style="list-style-type: none"> 1. Create and manage a personal budget. 2. Demonstrate ability to calculate wages and deductions. 3. Understand different parts of a paycheck.

Employability Education III- Career Development

The Employability Education III course is designed to continue the development and begin the application of employability skills. Work-based learning activities are provided including school-based enterprises, community-based training, job shadowing, job sampling, internships, situational assessment and apprenticeships. These work-based activities allow students to apply employability skills to a variety of employment settings and demonstrate the effectiveness of their work personality. Multiple opportunities for leadership and self-determination development are provided.

Objective	(S-AW)	Competency Goals
<p>SELF-AWARENESS</p> <p>Objective: Explore own attributes in terms of strengths and weaknesses related to work experiences, understand how to create healthy lifestyles and define success at school, home and community.</p>		<ol style="list-style-type: none"> 1. Examine, based on present levels, strengths and weaknesses as it relates to work experiences. 2. Identify the importance of maintaining a healthy lifestyle. 3. Determine one's own personality traits and identify how these affect work experiences. 4. Define success in relation to work, school and independent living. 5. Define personal identity and what steps should be taken to become a resilient person. 6. Complete an independent living needs assessment and provide a written reflection on the results. 7. Update the assistive technology needs assessment and provide a written reflection on changes.
<p>SELF-ADVOCACY</p> <p>Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, employment and independent living.</p>	(S-AD)	<ol style="list-style-type: none"> 1. Explain the concepts of informed decision making and making individual choices based on one's own preferences. 2. Demonstrate an understanding of work values in a school-based enterprise and how those personal work traits will lead to a successful

		<p>career.</p> <ol style="list-style-type: none"> 3. Identify adult service agencies and their services. 4. Develop an oral or written report on the impact of work as it relates to you personally.
<p>COMMUNICATION/SOCIAL SKILLS</p> <p>Objective: Demonstrate the ability to use appropriate communication skills, how to handle criticism, and how to develop appropriate interpersonal skills to effectively communicate with both peers and adults.</p>	(C)	<ol style="list-style-type: none"> 1. Demonstrate working as a member of a team. 2. Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, and internet etiquette. 3. Demonstrate the key components of successful job interviewing.
<p>PORTFOLIO INFORMATION</p> <p>Objective: Create a personal student portfolio using technology. Continue the development of a resume.</p>	(PI)	<ol style="list-style-type: none"> 1. Demonstrate an appropriate application of technology skills to include online safety. 2. Continue to use information gathered from assessments and transition checklists to develop personal student portfolio; makes periodic portfolio entries as needed. 3. Develop a cover letter, resume and references.
<p>SELF-DETERMINATION</p> <p>Objective: Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.</p>	(SD)	<ol style="list-style-type: none"> 1. Demonstrate how to make appropriate decision making in workplace situations through experiences or role-playing. 2. Develop a post-secondary plan by setting goals, and writing reflections on work-based experiences. 3. Participate in a service learning project and/or another community engagement activity. 4. Demonstrate ability to participate in the student-led IEP process by creating a multimedia presentation to use at their IEP meeting. 5. Update the self-determination self-assessments

		and provide a written or oral report on changes over the four years in high school.
	(CC)	<p>1. Research a chosen career cluster, appropriate jobs/roles.</p> <p>2. Develop a plan of networking to locate resources and potential job opportunities in the community.</p> <p>3. Conduct a job search based on career interests and abilities using the appropriate resources and/or agencies.</p> <p>4. Complete an employment needs survey to look at strengths/weaknesses as it relates to career choices and provide a written/oral report on the results.</p>
	(E-JS)	<p>1. Develop a list of all available resources needed to investigate various jobs aligned to student's interests.</p> <p>2. Define various technology resources that may be needed to accommodate one's own disability in the workplace.</p> <p>3. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, and job shadowing.</p> <p>4. Provide a written log of all completed hours of work.</p> <p>5. Update a post-school outcomes questionnaire and provide a written or oral report on changes.</p>
	(SS)	<p>1. Demonstrate the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance and personal care.</p>
CAREER CLUSTERS		
Objective: Create a plan of study to make successful secondary and post-secondary options to include how to network and identify appropriate job opportunities within community as it relates to specific career clusters.		
EMPLOYMENT/JOB SHADOWING		
Objective: Participate in specific jobs by becoming involved in school-based enterprises and job shadowing within the school and/or community setting.		
SOFT SKILLS		
Objective: Use soft skills such as critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.		

<p>2. Demonstrate successful work habits: punctuality, preparedness, professional growth, networking, safety, leadership and teamwork skills.</p> <p>3. Reflect on changes that occur and self-monitor behavior when dealing with change in personal, school and work environments.</p> <p>4. Exhibit good personal hygiene on a consistent basis.</p>	
<p>1. Create and manage a personal budget to include all living expenses.</p> <p>2. Demonstrate the ability to calculate wages, fringe benefits and deductions on personal paycheck.</p> <p>3. Develop a medical/health plan for post-secondary independent living.</p>	
<p style="text-align: center;">SALARY & PERSONAL FINANCES</p> <p>Objective: Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.</p>	

Employability Education IV- Advanced Career Development

The Employability Education IV course gives students the opportunity to synthesize all the skills acquired in previous employability preparation courses and apply them to their personal career choice. This course allows students to solve work-related problems, practice self-advocacy skills and master the theoretical and practical aspects of their career choice. Students finish completing the 360 hours of work-based learning/ training opportunities that are required for successful completion of the South Carolina High School Credential Course of Study. Students will complete the career portfolio that provides an educational and vocational record of their credential experience.

Objective		Competency Goals
<p align="center">SELF-AWARENESS</p> <p>Objective: Explore own attributes in terms of strengths and weaknesses related to work experiences, understand how to create healthy lifestyles and define success at school, home and community.</p>	(S-AW)	<ol style="list-style-type: none"> 1. Examine, based on present levels, strengths and weaknesses as it relates to work and independent living experiences. 2. Demonstrate the ability to maintain a healthy lifestyle. 3. Determine one's own personality traits and identify how these affect work experiences. 4. Define success in relation to work, school and independent living. 5. Define personal identity and what steps should be taken to become a resilient person. 6. Update the independent living needs assessment and provide a written reflection on changes. 7. Update the assistive technology needs assessment and provide a written reflection on changes.
<p align="center">SELF-ADVOCACY</p> <p>Objective: Understand responsibilities to make appropriate decisions and choices that will affect education, employment and independent living.</p>	(S-AD)	<ol style="list-style-type: none"> 1. Explain the concepts of informed decision making and making individual choices based on one's own preferences. 2. Demonstrate an understanding of work values in a school-based enterprise and how those

		<p>personal work traits will lead to a successful career.</p> <p>3. Contact and apply for adult services through outside agencies if appropriate.</p>
<p>COMMUNICATION/SOCIAL SKILLS</p> <p>Objective: Demonstrate the ability to use appropriate communication skills, how to handle criticism, and how to develop appropriate interpersonal skills to effectively communicate with both peers and adults.</p>	(C)	<p>1. Demonstrate working as a team in a variety of work settings to accomplish an assigned task.</p> <p>2. Demonstrate appropriate communication and social routines in a variety of workplace situations: oral speaking, written communication, internet etiquette.</p> <p>3. Demonstrate the key components of successful job interviewing.</p>
<p>PORTFOLIO INFORMATION</p> <p>Objective: Create a personal student portfolio using technology. Continue the development of a resume.</p>	(PD)	<p>1. Demonstrate an appropriate application of technology skills to include online safety.</p> <p>2. Continue to use information gathered from assessments and transition checklists to develop personal student portfolio; makes periodic portfolio entries as needed.</p> <p>3. Develop a final resume with references, letters of recommendation and an accompanying cover letter.</p>
<p>SELF-DETERMINATION</p> <p>Objective: Demonstrate making decisions that reflect wise choices, setting goals, determining the steps to achieve those goals and effective problem-solving.</p>	(SD)	<p>1. Demonstrate how to make appropriate decision making in workplace situations through experiences or role-playing.</p> <p>2. Develop a post-secondary plan by setting goals, and writing reflections on work-based experiences.</p> <p>3. Participate in a service learning project and/or another community engagement activity.</p> <p>4. Demonstrate ability to participate in the student-led IEP process by creating and presenting a multimedia presentation and</p>

		reflects on this experience. 5. Write a reflection on leading an IEP meeting.
<p align="center">CAREER CLUSTERS</p> <p>Objective: Implements a plan of study to make successful secondary and post-secondary options to include how to network and identify appropriate job opportunities within community as it relates to specific career clusters.</p>	(CC)	<ol style="list-style-type: none"> 1. Finalize a chosen career cluster, appropriate jobs and associated roles. 2. Conduct a job search based on career interests and abilities using the appropriate resources and/or agencies. 3. Write a plan for networking to locate resources/agencies and potential education, training and/ or job opportunities in the community.
<p align="center">EMPLOYMENT/ INTERNSHIP</p> <p>Objective: Participate in specific jobs by becoming involved in school-based enterprises and/or community-based employment.</p>	(EI)	<ol style="list-style-type: none"> 1. Review and revise a list of all available resources needed to investigate various jobs aligned to student's interests. 2. Demonstrate successful workplace behaviors in a variety of work experience settings: school-based enterprises, job shadowing, internships and apprenticeships. 3. Demonstrate the physical demands and environmental tolerance needed for identified career choices. 4. Identify technological supports needed to accommodate one's own disability in the workplace. 5. Provide a written log of 360 hours of work experiences. 6. Update employment needs survey to look at strengths/weaknesses as it relates to career choices and provide a written/oral report on changes. 7. Update a post-school outcomes questionnaire and provide a written or oral report on changes.

<p style="text-align: center;"><i>SOFT SKILLS</i></p> <p>Objective: Uses soft skills such as critical thinking, problem-solving, time management, judgment and decision-making, personal appearance and care, social perceptiveness and leadership qualities.</p>	<p>(SS)</p>	<ol style="list-style-type: none"> 1. Demonstrate the major concepts and components of soft skills: constructive criticism, personal qualities, desirable traits, personal appearance, and personal care. 2. Demonstrate successful work habits: punctuality, preparedness, professional growth, networking, safety, leadership and teamwork skills. 3. Reflect on changes that occur and self-monitors behavior when dealing with change in personal, school and work environments. 4. Exhibit good personal hygiene on a consistent basis. 5. Provide a written and/ or oral presentation on employability skills (work habits, soft skills) gained in high school.
<p style="text-align: center;"><i>SALARY & PERSONAL FINANCES</i></p> <p>Objective: Develop and manage a monthly budget, understand parts of a paycheck and how to determine deductions.</p>	<p>(SPF)</p>	<ol style="list-style-type: none"> 1. Revise and manage a personal budget to include living expenses. 2. Demonstrate the ability to calculate wages, fringe benefits and deductions on personal paycheck. 3. Develop a medical/health plan for post-secondary independent living. 4. Demonstrate the ability to manage money by accounting for personal expenses from net income.