

**CAREER AND LIFE SKILLS EDUCATION  
RENTON SCHOOL DISTRICT #403**

Renton, Washington



**COMMUNITY CLASSROOM/  
CAREERS LADDERS 1- 2**

***Curriculum Guide***

**Approved by the Board: June 8, 2005**

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Kay Hermann, ADA/509 Compliance Coordinator, 425-204-2421, 300 S.W. 7<sup>th</sup> St., Renton, WA 98055-2307.

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**RENTON SCHOOL DISTRICT #403**

Renton, Washington

*A Philosophy of Education for the Renton Public Schools*

A basic function and duty of a free society is the education of its children, youth and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills and attitudes which will enable the student to achieve mental, physical, emotional and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001

ADOPTED: February 3, 1977

Renton School District No. 403

Renton, Washington

Renton School District #403 recognizes the need for every graduate to have acquired job entry skills or at least to possess a level of knowledge and skills permitting continued training after high school.

## **RENTON SCHOOL DISTRICT #403**

Renton, Washington

### *General Instructional Goals Policy 6010*

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

#### **LEARNING**

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community.
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

#### **INSTRUCTION**

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs.
- Maintains safe and inviting facilities that are conducive to learning.

#### **COMMUNITY**

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science Skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes - emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, and solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to - gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

**EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.

**CAREER AND LIFE SKILLS EDUCATION**  
RENTON SCHOOL DISTRICT #403  
Renton, Washington

*Program Goals*

**GOAL 1: PROVIDE HIGH QUALITY CAREER AND LIFE SKILLS EDUCATION PROGRAMS AND SERVICE**

**Objectives:**

- A. Assure that students completing Career and Life Skills Education programs have technical and behavioral competencies and basic skills sufficient to succeed in the workplace or higher education.
- B. Establish course and/or program transferability and articulation processes among K-12, community and technical colleges, private schools, colleges and universities, industry, apprentice-related training, and military training.
- C. Establish and regularly review standards for all Career and Life Skills Education programs.
- D. Evaluate Career and Life Skills programs based on standards, objectives, placements, job performance, costs, and community/industry acceptance.
- E. Utilize global, national, state, regional, and local data and advisory committee recommendations to identify appropriate curriculum and course offerings, program standards which meet the need of families, communities, business and industry.
- F. Provide facilities, equipment and instructional programs which meet the needs of a changing workplace.
- G. Revise or discontinue these programs that no longer meet the needs of students, business, labor, industry, and/or the community.
- H. Provide qualified instructors and administrators for Career and Life Skills Education based on relevant certification standards.
- I. Develop and utilize competency-based curricula for Career and Life Skills Education programs.

## **GOAL 2: CONTRIBUTE TO THE ECONOMIC DEVELOPMENT OF THE STATE**

### **Objectives:**

- A. Facilitate cooperation between public and private sector entities.
- B. Establish new Career and Life Skills programs based on existing and projected employment needs/demands and entrepreneurial opportunities.
- C. Work cooperatively with the public and private sectors, economic development organizations, labor, and educational institutions to provide creative, targeted programs that meet the needs of youth in economically depressed areas.
- D. Provide family life education programs which serve to strengthen families and contribute to the effectiveness of workers in managing their consumer and family roles and in their careers.
- E. Strengthen management skills for those seeking employment in worker owned and managed businesses.
- F. Create a stronger working partnership with Team Washington and other economic agencies and the associate development organizations.

## **GOAL 3: ASSURE ALL INDIVIDUALS EQUAL ACCESS TO CAREER AND LIFE SKILLS EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES**

### **Objectives:**

- A. Provide Career and Life Skills programs, services, and activities that are free from racial, socio-economic, age, ethnic or sex bias, discrimination or stereotyping.
- B. Provide access to barrier-free Career and Life Skills Education programs.
- C. Actively recruit under-represented groups to all aspects of Career and Life Skills Education.
- D. Provide supportive services which promote entrance and success in Career and Life Skills programs.

## **GOAL 4: PROVIDE/UTILIZE AN INTEGRATED STATE PLANNING PROCESS**

### **Objectives:**

- A. Involve business, industry, agriculture, labor and other governmental and educational agencies in the planning processes at the state and local levels to ensure that establishment of delivery objectives and budget priorities.
- B. Identify instructional area/programs based on demand, placements, training needs, program costs, and follow-up.

- C. Utilize local, regional, state, national and global employment data, trends and advisory committees/organizations in identifying program offerings.

**GOAL 5: PROVIDE AND MARKET CAREER AND LIFE SKILLS EDUCATION**

**Objectives:**

- A. Increase public awareness, understanding, and acceptance of Career and Life Skills Education.
- B. Actively involve students, parents, community leaders, legislators, labor representatives, business organizations, industry, representatives, and other decision-makers from state and local arenas in Career and Life Skills Education program events and issues.

**GOAL 6: PROVIDE INDIVIDUALS WITH CAREER DEVELOPMENT PROGRAMS AND EXPERIENCES**

**Objectives:**

- A. Provide career orientation, exploration, occupational information, self-appraisal, and educational planning.
- B. Provide instruction in job search, job retention and job change skills and further education pursuits.
- C. Assure that Career and Life Skills Education programs encompass demands of today's workplace and include attitudinal, employability, leadership, basic interpersonal, and job specific skills.

**GOAL 7: ASSURE A QUALITY STAFF DEVELOPMENT PROGRAM**

**Objectives:**

- A. Provide appropriate channels for advisory committee recommendations in the program and policy-making process.
- B. Provide in-service training opportunities for local advisory committee members.
- C. Provide in-service training for administrators and Career and Life Skills instructors regarding the effective use of advisory committees.

## **CAREER AND LIFE SKILLS EDUCATION**

RENTON SCHOOL DISTRICT #403

Renton, Washington

### *Program Description*

Renton School District #403 operates a comprehensive Career and Life Skills Education Program through its three comprehensive high schools and two alternative programs. The district also participate a countywide Tech Prep consortium with local community, technical colleges as well as universities. This partnership allows students to earn college credit while still enrolled in high school programs. Secondary and post-secondary curricula are coordinated and students master and achieve skills, concepts, and technical competencies in high school that articulate with college programs. Students earn credit towards high school graduation and college technical programs at their home high schools.

The focus has changed in recent years from an emphasis on only job preparation to one of career exploration and support of core academic skill development. While skill development and employment readiness is still a primary goal, emphasis has been placed on career exploration, career pathway preparation, and post-secondary articulation.

The **Family and Consumer Science Education Program** is offered at Hazen, Lindbergh, Renton, Black River High Schools, and Sartori Education Center. The program is comprised of the following: American Sign Language 1-6; Careers in Education; Child Development; Culinary Arts 1-4; Design; Health; Independent Living; Leadership in Family and Employment (L.I.F.E. 101); Parenting, and Personal Fitness. School district and community sites provide applied work-based learning opportunities for program students.

The **Business Education Program** is offered in the District's three comprehensive high schools and two alternative high school sites. The program consists of technical business related classes sequentially arranged into a course of instruction leading to a Certificate of Proficiency or Mastery to facilitate job placement or post secondary articulation. Industry and professional certifications are also a goal for participating students. These courses are as follows: Accounting 1-4; Business Communications; Business Law; Business Management; Computer Program Design 1-2; Electronic Math Applications; Introduction to Information Technology; Information Technology 1-2; Information Technology-MultiMedia; Information Technology-Project Management; Principles of Business; Recordkeeping; Web Site Development 1; and Yearbook. Several of the programs are often arranged and blocked with language arts programs to support program integration and technology use in the writing process.

A comprehensive **Work-based/Work-site Learning Program** is offered in all of the facilities in the Renton School District. This program couples on-the-job experience and related classroom training to prepare students for employment during and beyond high school. The **Marketing Education Program** which offers Introduction to Marketing 1-2, Advanced Marketing 1-2, Marketing Education Seminar 1-2, and **Career Choices Programs** provide students the opportunity to combine related classroom instruction and paid work experience to earn high school credit. These programs assist and support students as they make the transition from school to work. **Volunteer experiences,**

**Internships**, **Job Shadows**, and **Service Learning** are also strong components of this community based applied experiences.

The community also plays a vital role in other programs offered through the Renton School District. The **Athletic Trainer/Sports Medicine Program** is reliant on clinical training stations and coordinated work experiences for students through local health and physical therapy facilities and community hospitals. This program is offered to all students in the Renton School District but operates only at Hazen High School and Sartori Education Center.

**Technology Education Programs** are offered at all three comprehensive high school facilities, and the Sartori Education Center. These programs are often integrated with the Science and Math departments to support applied learning and the development of technical skills and competencies for all students. Courses in this department are: Automotive Service Technician 1-2; Building Maintenance Technology 1-2; Computer Aided Design and Drafting 1-6; Computer Graphics 1-8; Construction and Manufacturing Technology 1-6; Networking Technology 1-4; Jewelry Manufacturing 1-2; Light Duty Mechanics and Related Careers 1-2; Power Mechanics 1-2; Principles of Technology/Robotics 3-4; and Video Production 1-8.

Integrated instruction has been the focus of the Career and Life Skills Education instructional team for a number of years and the results can be seen throughout the program in each of the secondary schools. Several programs have been launched and are operating very successfully in all of the secondary sites. While these programs qualify for career and technical education funding, the District has made the commitment to operate them collaboratively with a related academic instructor. These **Applied Career and Technical Education Approved Programs** are titled: Applied Communications; Applied Mathematics; Material Science Technology 1-2; and Principles of Technology 1-2.

Renton School District has made a commitment to provide career and technical education instruction and job preparation opportunities for Special Needs students in addition to mainstreaming them, when appropriate. In order to have enough students to support several offerings, the district has entered into interdistrict cooperative agreements with surrounding school districts to accept students on a space available basis. There are three such **special programs**: **Building Maintenance** operates at the Sartori Education Center; the **Career Ladders/Community Classroom** is offered at Valley Medical Center; and the **Horticulture/Landscape Design 1-2 Program** is operated at Black River High School.

Rev 02/07/05

**CAREER AND LIFE SKILLS EDUCATION**  
**RENTON SCHOOL DISTRICT #403**  
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*Mission Statement*

The mission of Career and Life Skills Education in the Renton School District #403 is to prepare all learners for successful roles in families, careers and communities.

**THREE BELIEFS**

**A. Beliefs about individual needs**

1. All learners have unique gifts and talents and can be successful.
2. All learners must develop self-esteem and personal confidence for productive roles in society.
3. All learners need to have and attain personal and career goals, arising from a lifespan approach to personal growth and career development.

**B. Beliefs about society's expectations**

1. All learners must be prepared to become ethical, responsible and contributing world citizens.
2. All learners must adapt to change and participate in lifelong learning.
3. All learners must prepare for family roles and to balance work and family responsibilities.
4. All learners must develop essential creative/critical thinking, problem solving and communication skills.
5. All learners must value and have an appreciation for diversity in their schools, communities and workplaces.
6. All learners must recognize the impact of productive work on our economy.

**C. Beliefs about systems that care for and support learners**

1. All learners must have equitable access to a quality education.
2. All learners deserve to participate in learning systems where programs are mutually reinforcing and interdependent and where learning is related to life applications.
3. All learners must discover that school is part of a broader set of community resources they must access for learning and for achieving success in life.
4. All school programs must be developed in cooperative with family, business, labor and community representatives.
5. All staff must be accountable to ensure that all learners have the opportunity to establish and reach their goals.

**COMMUNITY CLASSROOM/CAREER LADDERS 1-2**  
*Washington State Essential Academic Learning Requirements*

<b>CAREER CHOICES</b> This Career and Life Skills Class supports the Washington State Essential Academic Learning Requirements.  <b>Course Objectives:</b>	ART	CIVICS	COMMUNICATIONS	ECONOMICS	HEALTH & FITNESS	MATHEMATICS	READING	SCIENCE	SOCIAL STUDIES SKILLS	WRITING
<b>Unit 1:</b> Students will understand legal, health, and safety issues that affect employment			X		X		X			
<b>Unit 2:</b> Students will understand self-characteristics			X				X		X	
<b>Unit 3:</b> Students will understand and exhibit behaviors and qualities needed to maintain and enhance future employment			X				X		X	
<b>Unit 4:</b> Students will conduct a job search			X				X			X
<b>Unit 5:</b> Students will understand how global, national, and local economics effect their quality of life			X				X			
<b>Unit 6:</b> Students will manage personal resources effectively			X			X	X			

## **COMMUNITY CLASSROOM/CAREER LADDERS 1-2**

### *History of Course Development*

Community Classroom/Career Ladders began in the late 1970s as a fast food program through Renton Vocational Technical College, currently known as Renton Technical College. The program provided job training in the fast food industry to Renton School District special population students through the Renton School District Vocational Education Department.

In the 1990s, the program transferred to Valley Medical Center where a newly established McDonald's provided on-site training for Renton School District students. Additional sites were also used in a variety of support departments at Valley Medical Center.

During the summer of 2000, McDonald's at Valley Medical closed and the Career Ladders Program evolved from one with a fast food focus to one where students would learn the importance of general work skills in a hospital setting. Both regular education and special education students team with hospital mentors in departments such as Facilities Engineering, Children's Therapy, Valley Breast Center, Food Management and Nutrition Services, Environmental Services, and Central Supply.

The program is designed as an imbedded work-based learning program where students apply general and specific work skills four days a week through mentor-directed activities and one day to classroom activities outlined in the Scope and Sequence of this document. Students must apply and interview for positions. In addition, students admitted to the program must complete all activities required of regular volunteers in the work-site setting. Those activities might include background checks and tuberculosis screening.

## **COMMUNITY CLASSROOM/CAREER LADDERS 1-2**

### *Course Goals*

Community Classroom/Career Ladders is a full year, two semesters, Exploratory Program designed to assist students with the transition from high school to the world of work by providing an imbedded unpaid work-site learning opportunity with a local business partner, Valley Medical Center. Successful transition between school and a future career is the ultimate objective of the program. Course work articulates, reinforces and enhances what is happening at the volunteer work site.

### Course Objectives

1. To view career development as a lifelong process
2. To increase student awareness of our changing world and its effect on career development and occupational training
3. To develop the skills necessary for a successful transition from school to work and to realize the relationship between both school and work
4. To develop an increased understanding of one's self, including abilities, interests, work values, and relationships
5. To demonstrate safety as a primary focus in any work setting
6. To make wise choices by applying problem-solving and decision-making processes
7. To understand the structure of a business organization from both management and worker viewpoints
8. To develop techniques involved in finding a job, keeping a job, and growing on the job
9. To explore options for the 13<sup>th</sup> year beyond high school

## **COMMUNITY CLASSROOM/CAREER LADDERS 1-2**

### *Course Scope & Sequence*

Unit 1: Students will understand legal, health and safety issues that effect employment

- Occupational Health & Safety through HealthStream
- Discrimination
- Harassment
- Worker/Employment Rights and Responsibilities
- Minor Work Rules

Unit 2: Students will understand self-characteristics

- Personality Inventories
- Learning Styles

Unit 3: Students will understand and exhibit behaviors and qualities needed to maintain and enhance future employment

- Communication
- Attitude
- Workplace policies and procedures
- Evaluation to meet employer expectations
- Job growth and promotion opportunities

Unit 4: Students will conduct a job search

- Identify job openings
- Prepare resume, cover letter, application, follow-up letter
- Prepare answers to interview questions, questions to ask
- Worker/Employment Rights & Responsibilities
- Participate in mock interview

Unit 5: Students will understand how global, national, and local economics affect their quality of life

- Role of government
- Business structures
- Economic trends

Unit 6: Students will manage personal resources effectively

- Establish financial goals and manage finances accordingly
- Allocate and manage time effectively

## **COMMUNITY CLASSROOM/CAREER LADDERS 1-2**

### Course Evaluation/Assessment

Evaluation may take several forms including: mentor evaluations of volunteer performance, coordinator evaluations of work standards, class discussions, projects, and self-evaluation.

Adherence to work-site professional appearance standards, attendance policies and behaviors will be factors for evaluation.

Strategies of instruction may include, but not be limited to: class discussion/lecture, guest speakers, projects, leadership activities and role-playing activities.

**COMMUNITY CLASSROOM/CAREER LADDERS 1-2**  
*Course Instructional Materials*

Supplemental Materials

HealthStream packets, Human Resources Department, Valley Medical Center  
*The School-to-Work Planner*, Stull & Zeditz, Southwestern/ITP  
*Human Relations for Career Success*, Egglund & Williams, Southwestern/ITP  
*Working at Human Relations*, Fruehling & Oldham, Paradigm  
*Your Attitude Counts*, Oldham, EMC/Paradigm

Videos

*Sell Yourself*  
*Successful Job Interviewing*, Learning Seed  
*Body Language*  
*An Introduction To Nonverbal Communication*, Learning Seed  
*How People Are Different*, School Company  
*Personality In Conflict With Others*  
*How To Get Along With Monsters, Mummies, Aliens From Outer Space and Your Boss*  
*Not For Sale*  
*The Winning Look*  
*Happily Ever After: Setting Goals*  
*Sexual Harassment*, Learning Seed

## COMMUNITY CLASSROOM/CAREER LADDERS 1-2

### *Course Leadership and Vocational Plan*

LEADERSHIP AREAS	STUDENTS WILL:	VOCATIONAL ASPECTS:	INTEGRATED INTO CURRICULUM:
<p><b>Area 1: Introduction to Leadership</b> Students will develop an understanding and demonstrate a knowledge for the purpose of Student Leadership in vocational education.</p>	<ul style="list-style-type: none"> <li>• Discuss the purpose of developing personal and group leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Research Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Individual or group research project</li> </ul>
<p><b>Area 2: Personal Qualities</b> Students will demonstrate personal qualities necessary to function in a family, community and work setting.</p>	<ul style="list-style-type: none"> <li>• Determine the importance of values and goals.</li> <li>• Identify short and long term goals.</li> <li>• Describe how personal values are reflected in work ethics.</li> <li>• Share how they will personally act in certain situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Define and develop code of ethics at work</li> <li>• Goal setting-career options</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Group discussions of ethical work situations</li> </ul>
<p><b>Area 3: Interpersonal Skills</b> Students will become aware of and demonstrate interpersonal skills needed to function in the world of work.</p>	<ul style="list-style-type: none"> <li>• Demonstrate how to work cooperatively with community members and classmates.</li> <li>• Develop goals from self-evaluation.</li> <li>• Determine whether goals are conceivable, achievable, and measurable</li> <li>• Write down necessary steps to carry out each goal. Evaluate each step.</li> <li>• Balance work and personal life</li> </ul>	<ul style="list-style-type: none"> <li>• Getting along w/co-workers, supervisors, subordinates</li> <li>• Prioritizing &amp; goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Personality profiles</li> <li>• Interest inventories</li> </ul>

<p><b>Area 4: Communication Skills</b> Students will be able to communicate effectively utilizing the tools learned in the classroom setting.</p>	<ul style="list-style-type: none"> <li>• Will prepare formal and informal written materials.</li> <li>• Students will respond to oral and written instructions.</li> </ul>		<ul style="list-style-type: none"> <li>• Written/verbal directions</li> <li>• Body language</li> <li>• Communicating across cultures</li> </ul>
<p><b>Area 5: Community</b> Students will develop an understanding and demonstrate knowledge of how to work effectively in the community using tools and skills learned in the classroom.</p>	<ul style="list-style-type: none"> <li>• Recognize the values of a contributing community member.</li> </ul>	<ul style="list-style-type: none"> <li>• Imbedded in program</li> </ul>	<ul style="list-style-type: none"> <li>• Develop volunteer sites</li> <li>• Discuss the purpose of volunteering</li> </ul>
<p><b>Area 6: Personal and Tech Resources.</b> Students will be able to utilize personal and technological resources to make decisions in the workplace.</p>	<ul style="list-style-type: none"> <li>• Students will integrate multi media resources for both personal growth, portfolio artifacts and towards applications in working setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss using internet and varied software to research companies</li> </ul>	<ul style="list-style-type: none"> <li>• Basic search engines and company/ business descriptions (small, medium, large/sole proprietorship, partners, corporations, government organizations, agencies)</li> </ul>
<p><b>Area 7: Group Dynamics</b> Students will demonstrate organizational skills in large and small group situations.</p>	<ul style="list-style-type: none"> <li>• Understand team skills.</li> <li>• Develop group facilitation skills.</li> <li>• Conduct an effective small group meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe teamwork on the job</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of projects in and out of classroom using two or more students as a team</li> </ul>
<p><b>Area 8: Employability Skills</b> Students will understand and demonstrate effective employability skills.</p>	<ul style="list-style-type: none"> <li>• Identify behaviors to establish successful relationships in a working environment</li> <li>• Identify means of dealing with conflict resolution as a worker.</li> <li>• Identify and demonstrate proper work ethics.</li> </ul>	<ul style="list-style-type: none"> <li>• How to find a job (job search)</li> <li>• Interview (mock)</li> <li>• Pre-employment testing</li> </ul>	<ul style="list-style-type: none"> <li>• Students give feedback on mock interview observation</li> </ul>