Jobs for America's Graduates TN – Course III

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	
Prerequisite(s):	None
Credit:	1
Grade Level:	11
Focused Elective Graduation Requirements:	This course does not satisfy credit attainment for concentrator status, because it is not part of an approved program of study.
Programs of Study and Sequence	This course serves as a primer for all high school programs of study.
Aligned Student Organization(s):	DECA: www.tndeca.org FBLA: www.fblatn.org FCCLA: www.tennesseefccla.org FFA: www.tnffa.org HOSA: www.tennesseehosa.org SkillsUSA: www.skillsusatn.org TSA: www.tntsa.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/educators/career-and-technical-education/student-industry-certification.html.
Teacher Endorsement(s):	Any secondary teaching endorsement
Required Teacher Certifications/Training:	Schools wishing to offer this course must coordinate with Jobs for America's Graduates Tennessee (JAG TN) and meet any training requirements associated with the program's framework. JAG TN may require additional reporting in relation to student performance through the JAG TN framework.
Teacher Resources:	Best for All Central: https://bestforall.tnedu.gov/ JAG: www.jag.org JAG TN: www.jagtn.org

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career and technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, Fall Leadership Camps, or Regional and State Leadership Conferences to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management.
- Participate in Middle School career competitive events that highlight career development, and career exploration.
- Participate in Middle School competitive events.

For more ideas and information, visit https://www.tn.gov/education/educators/career-and-technical-education/student-organizations.html.

Using Work-Based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 2.4–3.3** | Participate in a student run enterprise with team involvement.
- **Standards 3.1** | Integrated project with multiple interactions with business and public professionals that focuses on researching company and leader histories to create and deliver a presentation on the efficacy of the team.

Course Description

Jobs For America's Graduates – Tennessee Course III is a course associated with the program Jobs for America's Graduates (JAG Tennessee). Students will research high performing companies and historical figures to determine and report on responsibility for oneself and problem-solving skills. Students will participate in teams in which they can demonstrate effective membership and leadership. Students will conduct job analyses to determine the best practices for obtaining a job and will create a plan to achieve their future careers.

Course Standards

1. **Basic and Personal Skills**

   1.1 <u>Types of Communication:</u> **Practice** the different **types of communication**: verbal, written, visual, and non-verbal. **Demonstrate mastery of communicating** verbally, non-verbally, visually, and in writing. Learn and utilize steps for communicating with those of **different personality types.**

   1.2 <u>Values and Maturity:</u> **Examine** and **summarize** types of **maturity**. Identify different types of **value systems**. Students will **research** and **identify** their own **value system**.

   1.3 <u>Decision Making</u>: **Demonstrate** the process of **decision-making** based on the students' own **value system**. Students will learn how to **base their decisions and goals** on their values system. Students will **explore** the process of **making good decisions** and **weighing options** presented to them based on their value system.

   1.4 <u>Financial Planning:</u> Students will perform **advanced mathematical calculations** with money, budgets, and long-range financial planning. Begin **basic banking skills**. Practice and demonstrate **mature computer operation skills**.

2. **Foundations for Life Success**

   2.1 <u>Critical Thinking</u>: Students will **demonstrate the process** of critical thinking based on **facts and goals.** They will demonstrate problem solving skills with both **academic and personal problems** both individually and with peers.

   2.2 <u>Personal Strengths</u>: Leverage **personal strengths** to develop **a plan for the future** that accentuates strengths and minimizes weaknesses. Students will **identify weaknesses** and **create a plan** to work on these areas.

   2.3 <u>Openness to Change</u>: Develop and demonstrate an **openness to change**. Research steps to **conflict resolution** and **negotiate solutions** for various conflicts.

   2.4 <u>Team Membership:</u> **Understand** the function of a **high performing employee** within an organization. **Demonstrate** the **characteristics of a high performing team member** that contributes to the organization they are committed to.

   2.5 <u>Postsecondary Plans</u>: **Conduct** a **job analysis** and evaluate a career plan to **determine** appropriate **postsecondary educational options**.

3. **Leadership and Workplace Skills**

   3.1 <u>Leadership Examples</u>: Research and analyze famous **historical figures** and document what type of **reasoning and problem-solving skills** they demonstrated. Determine whether they showed **good reasoning** and **problem-solving skills** and if not, did they **take responsibility** for their **actions**. **Present** on the historical figure and their situation and use **critical thinking** to determine what, if anything, they should have **done differently**.

   3.2 <u>Skills and Information</u>: Demonstrate **enthusiasm for an occupation** and a commitment to **creating a plan** to obtain what is needed to be successful in that occupation. Demonstrate an **eagerness to learn new skills** and information and **improve current skillset**.

   3.3 <u>Team Membership:</u> Demonstrate how to be **a supportive team member**. Within the group, demonstrate ability to **encourage and work together** with a group.

Standards Alignment Notes

*References to other standards include:
- P21: Partnership for 21st Century Skills Framework for 21st Century Learning
  - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.