

Jobs for America's Graduates TN – Course IV

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	
Prerequisite(s):	None
Credit:	1
Grade Level:	12
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 can serve as a Level 4 course for all programs of study and count toward Work Based Learning participation.
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.

- **Standards 2.1-2.4** | Include a safety briefing in a visit to an industry partner/job site.
- **Standards 3.1-3.4** | Visit a local company and discuss career options with employees and managers.
- **Standard 3.5** | Ask an industry rep to participate in the mock interview.
- **Standards 4.1-5.1** | Do a project that is used by a local industry or evaluated by local industry managers.
- **Standards 6.1-6.3** | Ask an industry rep to help evaluate the portfolio and project.

Course Description

Jobs for America's Graduates- Tennessee Course IV is a course associated with the program Jobs for America's Graduates Tennessee (JAG Tennessee). Students will set attainable goals for education and employment and explore career pathways best suited to those goals. Teachers will work with students to create an individualized student plan which will be evaluated for a minimum of 12 months after graduation to ensure student success beyond high school. Students will leave this course with a Personalized Learning Plan, a professional portfolio, and experiential, hands-on learning.

Course Standards

1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will complete a **personalized learning plan** that identifies their **long-term goals**, demonstrates how the **work-based learning** (WBL) experience **aligns** with their elective focus and/or high school plan of study, addresses how the student plans to **meet and demonstrate** the course standards, and addresses **employability skill attainment** in the following areas:
- application of **academic and technical knowledge and skills** (embedded in course standards),
 - career** knowledge and navigation skills,
 - 21st century** learning and innovation skills, and
 - personal** and **social** skills.

2. Safety

- 2.1 Safety Hazards: Identify **safety hazards** on a jobsite and demonstrate practices for safe working. Accurately **read, interpret, and demonstrate adherence** to **safety rules**, including but not limited to rules pertaining to electrical safety, Occupational Safety and Health Administration (OSHA) guidelines, and state and national code requirements. Be able to **distinguish** between the rules and **explain why certain rules apply**. Recognize and employ **universal signs and symbols** such as colors, flags, stakes, and hand signals that apply to workplace situations.

3. Postsecondary and Career Preparation.

- 3.1 Postsecondary Options: **Research** the range of **credentials** one can earn with advanced study in chosen field at the postsecondary level (i.e., apprenticeship, technical certification, BA, BS, MBA, etc.). Investigate both **in-state and out-of-state postsecondary programs** in chosen field. Analyze **occupational trends and practices** (how to obtain employment in a select field or occupation). **Synthesize information** from multiple sources including business experts, managers, and employees to discern **appropriate methods** of locating and securing employment in the industry and what **knowledge, skills and educational credentials** are required. Utilizing methods from research, **employ precise language** and **domain-specific vocabulary** to convey **career aspirations** to appropriate industry professionals, maximizing areas of strength and evaluating opportunities for professional growth. **Compile all correspondence** necessary for industry interactions (such as resume, cover letter, employer required testing results, application information, etc.) and **engage** in

personal communications, demonstrating **professional behavior** and propriety in accordance with **industry and workplace standards**.

- 3.2 Companies: **Research** and select a company or organization for a project in a chosen field. Cite **specific textual evidence** from the organization's literature, as well as independent news articles, to summarize:
- the **mission** and **history** of the organization;
 - headquarters** and organizational **structure**;
 - products** or **services** provided;
 - credentials** required for employment and how they are obtained and maintained;
 - policies** and **procedures**;
 - reports, newsletters**, and other **documents** published by the organization; and
 - website** and **contact** information.
- 3.3 Resume: Search for the **resumes of professionals** retrieved from the websites of companies, organizations, or professional networks. **Discuss** what is typically included in the resumes of these professionals, **compare and contrast** several examples, and **create a personal resume** modeled after elements identified in the search.
- 3.4 Job Search: **Simulate** the experience of **conducting a job search** by researching local employment options. In preparation for a future career in chosen field, **complete an authentic job application** form and compose a **cover letter** following guidelines specified in the vacancy announcement.
- 3.5 Interview: **Research** and **document proper business etiquette** and performance expectations through **interviews, surveys, research, and personal experience** in the workplace. **Demonstrate** relevant workplace decorum via classroom modeling and relevant practicum by **appropriately interacting with clients, colleagues, and supervisors** and by **exhibiting effective interpersonal communication**. Display **adherence to workplace policies and regulations** as necessary to maintain employment and sustain appropriate relationships within the work environment. Participate in a **mock interview**. Prior to the interview, **research** tips on **dress and grooming**, most commonly asked interview **questions**, appropriate **conduct** during an interview, and recommended **follow-up procedures**. Highlight sample work compiled in the **portfolio** that illustrates **mastery of specific skills** attained in the program of study. Upon completion of the interview, write a **thank you letter** to the interviewer in a written or email format.

4. Transferring Course Concepts to Practicum

- 4.1 Work-based Learning: **Apply skills and knowledge** from previous courses and participate in an authentic **work-based learning internship**, job shadow, or classroom-based project. Where appropriate, **develop, practice, and demonstrate skills** outlined in previous courses.

4.2 Project Plan: As part of a course project, develop a **comprehensive project plan**, appropriate to the career of interest, or business plan, to guide all work. The plan should include at minimum the following:

- a. **material** list,
- b. cost **estimation**/Mock bid **package**,
- c. **criteria** and **constraints**,
- d. project **schedule**,
- e. inspection **checklist**,
- f. applicable **contracts**,
- g. minutes from **project meetings** and other **documentation**,
- h. **contingency plan** in case of delay or emergency, and
- i. **justification** for major design and budgeting decisions made.

4.3 Personal Journal: **Utilize professional resources** (like community forums, volunteer activities, and guest speakers) to glean **first-hand knowledge** of application processes and **best practices** in business environments. **Enhance effective listening and questioning** skills to gain deeper knowledge of business practices and **employ feedback** to set Specific, Measurable, Assignable, Realistic, Time-based (**SMART**) **goals** regarding future employment, budgeting, and/or postsecondary educational opportunities. **Chart progress** of SMART goals over an extended period, and **adjust goals** as needed to reflect new knowledge, feedback on job performance or shifts in academic standards or performance. **Create and continually update** a personal journal to document skills learned during the practicum and **draw connections** between the experience and previous course content by reflecting on:

- a. **tasks** accomplished and **activities** implemented,
- b. positive and negative **aspects of the experience**,
- c. how **challenges** were addressed,
- d. team **participation** in a learning environment,
- e. **comparisons and contrasts** between classroom and work environments,
- f. **interactions** with colleagues and supervisors,
- g. personal **career development**, and
- h. personal **satisfaction**.

5. Self-Development and Team Leadership

5.1 Maturity: **Define maturity** and explain how **interpretation of maturity varies** in legal, social, political, and intellectual contexts. Build **self-worth** and **self-esteem** by identifying a **personal belief system**. Explain how self-worth **affects career choice** and actions as well as personal decisions. Research steps in the **decision-making process** and demonstrate **synthesis of the steps** through performance-based activities, writing samples, and presentations. **Demonstrate confidence and capability** in interactions with clients, business professionals, supervisors, or peers.

5.2 Cost of Living: Recognize and apply **appropriate mathematical computations** to a variety of personal and career-related performance tasks. Select appropriate mathematical formulas to **calculate time sheets, manage inventory**, and complete **basic accounting** and **bookkeeping** tasks necessary in business environments. **Utilize research** from reputable sources to **calculate earnings** of a selected occupation and generate an

appropriate **personal monthly budget**, which accounts for cost of living, for that occupation.

6. Portfolio

6.1 Portfolio Creation: **Compile documents** created throughout this course and previous courses in students' program of study. The **portfolio** should reflect thoughtful **assessment** and **evaluation of the progression of work** involving the application of project management skills specific to the chosen field of study. The following documents will reside in the career portfolio:

- a. the **career plan** developed and revised in prior courses or the beginning of this course;
- b. **resume**;
- c. list of **responsibilities** undertaken through the course;
- d. examples of **visual materials** used during the course, presentations, and projects documents;
- e. periodic **journal entries** reflecting on tasks and activities;
- f. **feedback** from instructor and/or supervisor based on observations;
- g. **transcripts** or other **evidence of certifications** obtained throughout the program of study; and
- h. communication of **project results**.

6.2 Technical Report: Utilize **appropriate technological programs**, databases, online resources to solve complex problems. **Critique** sample uses of workplace technology. **Compile** standards for electronic/technological communications and **compare** standards to those employed in corporate environments. Reflect on **current usage of technology** and **select appropriate strategies** to transition technology use for more appropriate business communications. Select precise technology tools to **problem solve in the work environment** as well as **efficiently manage tasks and projects**. Articulate **ethics** and **appropriate use policies** related to online communication and social media and their **impact** on business and personal relationships.

6.3 Presentation: Display **accountability to group members** by exhibiting professionalism in the work environment. **Critique** multiple samples of **workplace behaviors** to define professionalism. Defend selection of behaviors both **orally and in writing** to validate **appropriate workplace conduct**. Professional behavior will be demonstrated through **group tasks, interactions** with peers and supervisors, and in **individual work**. Professionalism will be demonstrated as student work is delivered to **appropriate standards** and within **established timeframes**, demonstrating **initiative** and **proactivity**, as well as **accuracy** and **attention to task**. Upon completion of the practicum, analyze **highlights, challenges, and lessons learned** from the experience. The **presentation** should be delivered orally with supporting diagrams, drawings, videos, photographs, and/or finished structures or products. Justify **construction decisions** and assess the quality of the work.

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.