

Jobs for America's Graduates TN – Course II

Primary Career Cluster:	General Career and Technical Education
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	
Prerequisite(s):	None
Credit:	1
Grade Level:	10
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 1.1-3.4** | Invite an industry partner or community first responder discuss how to build effective, high functioning teams.
- **Standards 3.1-3.4** | Conduct an information interview with an industry partner.

Course Description

Jobs For America's Graduates – Tennessee Course II is a course associated with the program Jobs for America's Graduates (JAG Tennessee). Students will explore interpersonal and intrapersonal skills in order to learn about effective workers and students and how they are successful. Teachers will work with students to develop an individualized student plan to learn and plan for their strengths and abilities, and to create a plan for how to be successful in school and in life.

Course Standards

1. Intrapersonal Skills

- 1.1 Attitude and Self-Concept: Demonstrate a **positive attitude** and develop a **healthy self-concept** for home, schools, and work. Research and identify their own **value system**.
- 1.2 Decision Making: Summarize the process of **decision-making**. 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.
- 1.3 Communication Skills: **Research** the different **types of communication**: verbal, written, visual, and non-verbal. **Demonstrate mastery of communicating** verbally, non-verbally, visually, and in writing.
- 1.4 Interpersonal Relationships: Use previous career, interest, and personality **inventories** to learn about **personal communication styles**. They will demonstrate verbal, non-verbal, and written **reasoning skills** while learning how to communicate with those who have **different styles**.
- 1.5 Calculations: Students will perform **intermediate mathematical calculations** that are important for success in life. Practice and **demonstrate intermediate computer operation skills** that will better prepare students for postsecondary.

2. Interpersonal Skills

- 2.1 Work Ethics: Exhibit **work ethics** and **behaviors** for success. Provide **constructive feedback** to peers. Demonstrate an ability to **research and plan** for building areas that are weak and **solidifying the strengths** to accentuate them further. Identify ways to **build mutual trust and respect** and demonstrate **respect to all individuals**.
- 2.2 Conflict Resolution: Demonstrate politeness and civility in all situations and an ability to **adapt to people and situations**. Develop and demonstrate an **openness to change**. Research steps to **conflict resolution** and **negotiate solutions** for various conflicts.
- 2.3 Critical Thinking and Problem Solving: Research and define types of **critical thinking skills**. Students will research the **steps to critical thinking** and **problem solving** and will **practice** those skills with peers in the classroom. Students will learn and **implement strategies** for **academic achievement** to continue on the path to their goals.

2.4 Functions of Highly Effective Organizations: Understand the **essential elements** of **high performing employees**. Demonstrate techniques for **building commitment** to an organization or team. Use **job analysis** to **create a plan** to **achieve goals** in postsecondary. Identify steps needed to achieve the **end goal** and create plans to achieve **each step** of the plan.

3. Leadership for Effective Teams

3.1 Team Dynamics: Demonstrate how to **work effectively** within a **team dynamic**. Demonstrate an ability to work within a team and the ability to lead a team.

3.2 Working Within a Team: Demonstrate **enthusiasm** for a **team or organization**. Work together in a **timely manner** to **complete group projects**. Demonstrate an eagerness to **perform different positions** within a group.

3.3 Responsibility for Actions: Demonstrate the use of **good reasoning skills**, which result in **thinking first, then acting** in all situations both individually and within a group. Always take **responsibility** for **one's own actions** and an ability to learn and grow from **past experiences**.

3.4 Team Leadership: Consistently demonstrate what it means to be a **productive team member** and **team leader**. Within a group, demonstrate **problem-solving, critical thinking, intrapersonal effectiveness**, and **dependability**. Demonstrate the **transferability** of these skills between **different groups** of people.

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.