

Common Core Standards Crosswalk



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Competency-Based
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Common Core Standards Crosswalk

The following pages contain Common Core State Standards and the JAG competency-based modules that contribute to the attainment of the Common Core State Standards as prepared by Jobs for America's Graduates National Center for Evidenced-Based Practices.

Students are College and Career Ready in Reading, Writing, Speaking, Listening and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. | <ul style="list-style-type: none"> E.28—Deliver presentations to a group G.41—Apply critical thinking skills H.67—Demonstrate good reasoning skills which results in thinking first, then taking action |
| <ul style="list-style-type: none"> They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. | <ul style="list-style-type: none"> H.64—Demonstrate an ability to communicate and work with customers to satisfy their expectations H.65 --Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed D.24—Communicate verbally D.21 --Comprehend verbal communications |
| <ul style="list-style-type: none"> More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials. | <ul style="list-style-type: none"> G.56—Demonstrate an ability to analyze the strengths and weaknesses of self and others H.61 --Demonstrate initiative and proactivity H.77 --Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan |

They build strong content knowledge

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline | <ul style="list-style-type: none"> G.42—Demonstrate effective study skills G.56—Demonstrate an ability to analyze the strengths and weaknesses of self and others H.81—Demonstrate an ability to search for information on the Internet |

They respond to the varying demands of audience, task, purpose, and discipline

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science). | <ul style="list-style-type: none"> G.46—Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations H.65—Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed D.21—Comprehend verbal communications D.24—Communicate verbally E.28—Deliver presentations to a group |

They comprehend as well as critique

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning. | <ul style="list-style-type: none"> D.21—Comprehend verbal communications D.22—Comprehend written communications G.41—Apply critical thinking skills G.49—Provide constructive feedback H.67—Demonstrate good reasoning skills which results in thinking first, then taking action |

They value evidence

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence. | <ul style="list-style-type: none"> • G.49—Provide constructive feedback • G.41—Apply critical thinking skills • G.55—Apply the problem solving process to complex problems • G.56—Demonstrate an ability to analyze the strengths and weaknesses of self and others |

Demonstrate an ability to learn from past experiences and others use technology and digital media strategically and capably

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. • They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. • They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals. | <ul style="list-style-type: none"> • H.76—Demonstrate familiarity with a variety of technologies • H.81—Demonstrate an ability to search for information on the Internet • H.80—Demonstrate an ability to send, receive and organize e-mail messages • H.74—Demonstrate an eagerness to learn new responsibilities or improve current responsibilities |

They come to understand other perspectives and cultures

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> • Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. • Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. • They evaluate other points of view critically and constructively. • Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own. | <ul style="list-style-type: none"> • H.62—Demonstrate how to work effectively with others • G.45—Understand the essential elements of high performing work teams • G.46—Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations • G.52—Demonstrate an ability to adapt to people and situations • G.49—Provide constructive feedback • H.79—Demonstrate an ability to learn from past experiences and others |

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Understand Key Ideas and Details

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | <ul style="list-style-type: none"> • D.22—Comprehend written communications • E.28—Deliver presentations to a group • G.49—Provide constructive feedback • H.67—Demonstrate good reasoning skills which results in thinking first, then taking action • H.64—Demonstrate an ability to communicate and work with customers to satisfy their expectations |

Understand Craft and Structure

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view or purpose shapes the content and style of a text. | <ul style="list-style-type: none"> • D.22—Comprehend written communications • G.52—Demonstrate an ability to adapt to people and situations |

Integration of Knowledge and Ideas

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.* • Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | <ul style="list-style-type: none"> • D.22—Comprehend written communications • G.41—Apply critical thinking skills |

Range of Reading and Level of Text by Complexity

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently | <ul style="list-style-type: none"> • D.22—Comprehend written communications |

College and Career Readiness Anchor Standards for Reading Literature

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Understand Key Ideas and Details

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. • Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | <ul style="list-style-type: none"> • D.22—Comprehend written communications • D.23—Communicate in writing • G.49—Provide constructive feedback • H.7—Demonstrate an understanding of the work to be accomplished |

Understand Craft and Structure

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) • Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). | <ul style="list-style-type: none"> • D.22—Comprehend written communications • D.23—Communicate in writing • G.49—Provide constructive feedback • H.7—Demonstrate an understanding of the work to be accomplished |

Integration of Knowledge and Ideas

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. | <ul style="list-style-type: none"> D.22—Comprehend written communications D.23—Communicate in writing G.49—Provide constructive feedback H.7—Demonstrate an understanding of the work to be accomplished |

Range of Reading and Level of Text Complexity

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. | <ul style="list-style-type: none"> D.22—Comprehend written communications D.23—Communicate in writing G.49—Provide constructive feedback H.7—Demonstrate an understanding of the work to be accomplished |

College and Career Readiness Anchor Standards for Reading Informational Text

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Understand Key Ideas and Details

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. • Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. | <ul style="list-style-type: none"> • D.22—Comprehend written communications • G.49—Provide constructive feedback |

Understand Craft and Structure

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | <ul style="list-style-type: none"> • D.22—Comprehend written communications • G.49—Provide constructive feedback |

Integration of Knowledge and Ideas

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. | <ul style="list-style-type: none"> • D.21 Comprehend verbal communications • D.22 Comprehend written communications • G.49—Provide constructive feedback |

Understand Range of Reading and Level of Text Complexity

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. • By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. | <ul style="list-style-type: none"> • D.21 Comprehend verbal communications • D.22 Comprehend written communications • G.49—Provide constructive feedback |

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Understand Text Types and Purposes

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | <ul style="list-style-type: none"> • D.23—Communicate in writing • G.41—Apply critical thinking skills |

Understand Production and Distribution of Writing

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | <ul style="list-style-type: none"> • D.23—Communicate in writing • G.41—Apply critical thinking skills • H.76--Demonstrate familiarity with a variety of technologies • H.80—Demonstrate an ability to send, receive and organize e-mail messages • H.81—Demonstrate an ability to search for information on the Internet |

Understand Research to Build and Present Knowledge

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Draw evidence from literary or informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> • D.23—Communicate in writing • G.41—Apply critical thinking skills • H.76--Demonstrate familiarity with a variety of technologies • H.80—Demonstrate an ability to send, receive and organize e-mail messages • H.81—Demonstrate an ability to search for information on the Internet |

Understand Range of Writing

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

- Comprehension and collaboration
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | <ul style="list-style-type: none"> • D.21—Comprehend verbal communications • D.24—Communicate verbally • E.28—Deliver presentations to a group • H.76—Demonstrate familiarity with a variety of technologies • H.81—Demonstrate an ability to search for information on the Internet |

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Understand Conventions of Standard English

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> • D.21—Comprehend verbal communications • D.22—Comprehend written communications • D.23—Communicate in writing • D.24—Communicate verbally |

Apply Knowledge of Language

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | <ul style="list-style-type: none"> • D.21—Comprehend verbal communications • D.22—Comprehend written communications • D.23—Communicate in writing • D.24—Communicate verbally |

Understand Vocabulary Acquisition and Use

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> • D.21—Comprehend verbal communications • D.22—Comprehend written communications • D.23—Communicate in writing • D.24—Communicate verbally |

College and Career Readiness Anchor Standards for Literacy in Science and Technical Subjects

Understand Key Ideas and Details

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. | <ul style="list-style-type: none"> • H.67—Demonstrate good reasoning skills which results in thinking first, then taking action • H.65—Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed • G.49—Provide constructive feedback • G.55--Apply the problem solving process to complex problems |

Understand Craft and Structure

| Common Core Standards | JAG Competency-Based Modules |
|--|--|
| <ul style="list-style-type: none"> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. • Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. | <ul style="list-style-type: none"> • H.67—Demonstrate good reasoning skills which results in thinking first, then taking action • G.55--Apply the problem solving process to complex problems • H.76—Demonstrate familiarity with a variety of technologies |

Integration of Knowledge and Ideas

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | <ul style="list-style-type: none"> • F.34—Identify process of decision-making • G.41—Apply critical thinking skills • G.55—Apply the problem solving process to complex problems |

Range of Reading and Level of Text Complexity

| Common Core Standards | JAG Competency-Based Modules |
|---|--|
| <ul style="list-style-type: none"> • By the end of grade 12, read and comprehend science and technical texts in the grades 11–CCR text complexity band independently and proficiently. | <ul style="list-style-type: none"> • D.22—Comprehend written communications |

College and Career Readiness Anchor Standards for Literacy in Writing

Understand Text Types and Purposes

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> –Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. –Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. –Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. –Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. –Provide a concluding statement or section that follows from or supports the argument presented. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> –Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. –Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. –Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. –Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. –Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). | <ul style="list-style-type: none"> • D.23—Communicate in writing |

Understand Production and Distribution of Writing

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, publish, & update individual or shared writing products in response to ongoing feedback, including new arguments or information. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

Research to Build and Present Knowledge

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. • Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • Draw evidence from informational texts to support analysis, reflection, and research. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

Understand Range of Writing

| Common Core Standards | JAG Competency-Based Modules |
|--|---|
| <ul style="list-style-type: none"> • Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

Understand Narrative Skills Growth

| Common Core Standards | JAG Competency-Based Modules |
|---|---|
| <ul style="list-style-type: none"> • Students' narrative skills continue to grow in these grades. • The Standards require that students be able to incorporate narrative elements effectively into arguments and informative and explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. | <ul style="list-style-type: none"> • D.23—Communicate in writing |

JAG Competency-Based Curriculum Modules

The National High School Curriculum for the In-School Program Applications (Senior Year and Multi-Year) is comprised of 88 competency-based modules. The 88 competency-based modules provide 880 hours of content, activities, reading and math exercise, competency-based tests, and methodology. The Senior Year Program focuses on the 37 core competencies (A.1 to F.37) in the 12th Grade. The Multi-Year Program accesses the 88 core competencies (A.1 to I.88) in the 9th, 10th, 11th and 12th grades. Employers were asked to validate the core competencies (A.1 to F.37) for the Senior Program and the 88 competencies (A.1 to I.88) as well as the 20 Out-of-School Program Competencies (OS-1 to OS-20). The 42 National Middle School Curriculum competencies (7th and 8th grades) have been reviewed by employers, principals, counselors and curriculum specialists.

National High School Competencies

A. Career Development Competencies

- A.1 Identify occupational interests, aptitudes and abilities
- A.2 Relate interests, aptitudes and abilities to appropriate occupations
- A.3 Identify desired life style and relate to selected occupations
- A.4 Develop a career path for a selected occupation
- A.5 Select an immediate job goal
- A.6 Describe the conditions and specifications of the job goal

B. Job Attainment Competencies

- B.7 Construct a résumé
- B.8 Conduct a job search
- B.9 Develop a letter of application
- B.10 Use the telephone to arrange an interview
- B.11 Complete application forms
- B.12 Complete employment tests
- B.13 Complete a job interview

C. Job Survival Competencies

- C.14 Demonstrate appropriate appearance
- C.15 Understand what employers expect of employees
- C.16 Identify problems of new employees
- C.17 Demonstrate time management
- C.18 Follow directions
- C.19 Practice effective human relations
- C.20 Appropriately resign from a job

D. Basic Competencies

- D.21 Comprehend verbal communications
- D.22 Comprehend written communications
- D.23 Communicate in writing
- D.24 Communicate verbally
- D.25 Perform mathematical calculations

E. Leadership and Self Development Competencies

- E.26 Demonstrate team membership
- E.27 Demonstrate team leadership
- E.28 Deliver presentations to a group
- E.29 Compete successfully with peers
- E.30 Demonstrate commitment to an organization

F. Personal Skills Competencies

- F.31 Understand types of maturity
- F.32 Identify a self-value system and how it affects life
- F.33 Base decisions on values and goals
- F.34 Identify process of decision-making
- F.35 Demonstrate ability to assume responsibility for actions and decisions
- F.36 Demonstrate a positive attitude
- F.37 Develop healthy self-concept for home, school and work

G. Life Survival Skills

- G.38 Evaluate a career plan to determine appropriate postsecondary educational options
- G.39 Identify how best to achieve marketable occupation skills for an entry level job
- G.40 Conduct a job analysis
- G.41 Apply critical thinking skills
- G.42 Demonstrate effective study skills
- G.43 Demonstrate how to use group dynamics techniques
- G.44 Explain the roles and function of a value-added organization
- G.45 Understand the essential elements of high performing work teams
- G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations
- G.47 Demonstrate techniques for building commitment by others
- G.48 Demonstrate an openness to change
- G.49 Provide constructive feedback
- G.50 Negotiate solutions to conflicts
- G.51 Demonstrate politeness and civility
- G.52 Demonstrate an ability to adapt to people and situations
- G.53 Exhibit work ethics and behaviors essential to success
- G.54 Set and prioritize goals and establish a timeline for achieving them
- G.55 Apply the problem solving process to complex problems
- G.56 Demonstrate an ability to analyze the strengths and weaknesses of self and others
- G.57 Design and justify solutions by tracking and evaluating results
- G.58 Identify ways to build mutual trust and respect
- G.59 Prepare a short- and long-term personal budget

H. Workplace Competencies

- H.60 Demonstrate punctuality and good attendance practices
- H.61 Demonstrate initiative and proactivity
- H.62 Demonstrate how to work effectively with others
- H.63 Demonstrate an attitude that attracts the attention of management
- H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations
- H.65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed
- H.66 Demonstrate an ability to follow and give directions
- H.67 Demonstrate good reasoning skills which results in thinking first, then taking action
- H.68 Demonstrate integrity and honesty in dealings with internal and external customers
- H.69 Demonstrate a willingness to accept responsibility for one's own actions
- H.70 Demonstrate a commitment in completing work assignments accurately and in a timely fashion
- H.71 Demonstrate an ability to satisfy the purposes of a delegated task
- H.72 Demonstrate an ability to prioritize and manage time effectively in the workplace
- H.73 Demonstrate enthusiasm for work
- H.74 Demonstrate an eagerness to learn new responsibilities or improve current responsibilities
- H.75 Demonstrate an understanding of the work to be accomplished
- H.76 Demonstrate familiarity with a variety of technologies
- H.77 Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan
- H.78 Demonstrate basic computer operation skills
- H.79 Demonstrate an ability to learn from past experiences and others
- H.80 Demonstrate an ability to send, receive and organize e-mail messages
- H.81 Demonstrate an ability to search for information on the Internet

I. Economic Empowerment Competencies

- I.82 Understand Insurance—Auto, Renters, Home, Health, Disability and Life (Allstate)
- I.83 Practice Better Money Management Skills (Visa U.S.A.) www.practicalmoneyskills.com
- I.84 Demonstrate How to Start a Small Business (Allstate)
- I.85 Be successful in dealing with law enforcement when they are enforcing the law (Allstate)
- I.86 Valuing Diversity (Allstate)
- I.87 Risky Business (Allstate and National Council on Economic Education)
- I.88 Financial Tools for Everyday Living (Western Union)

JAG Career Association Competitive Events

JAG also contributes to the attainment of the Common Core Standards and JAG's Employability Skills through a series of competitive events offered by the JAG Career Association. It should be noted that the preparation for a competitive event requires the demonstration of a wide range of common core standards especially to be successful. Competitive events are closely aligned with simulations because they mirror real settings in the workplace.

| # | JAG Competitive Events | JAG Competencies | Common Core Standards Categories |
|----|--------------------------------|---|--|
| 1. | Career Display | A.1, A.2, A.4, A.5, A.6, C.14, C.17, C.18, C.19, D.21, D.22, D.23, D.24, E.28, E.29, F.32, F.33, F.37 | <ul style="list-style-type: none"> • Ability to learn from past experiences and others use technology and digital media strategically and capably • Demonstrate independence • Build strong content knowledge • Understand other perspectives and cultures • Understand key ideas and details • Understand craft and structure • Integration of knowledge and ideas • Understand text types and purposes • Understand production and distribution of writing • Understand vocabulary acquisition and use |
| 2. | Chairman's Recognition Award | All JAG Competencies are taken into consideration by Specialists and the Chairman of the Board. | |
| 3. | Chapter Banner Event | C.18, D.22, D.23, E.26, E.29, E.30, F.34, F.35 | <ul style="list-style-type: none"> • Ability to learn from past experiences and others use technology and digital media strategically and capably • Build strong content knowledge • Value evidence • Understand other perspectives and cultures • Understand key ideas and details |
| 4. | Chapter Civic Activities Event | C.17, C.19, D.23, D.25, E.26, E.27, E.29, E.30, F.32, F.33, F.34, F.34, F.36, F.37 | <ul style="list-style-type: none"> • Understand key ideas and details • Understand text types and purposes • Understand production and distribution of writing |
| 5. | Chapter Manual of the Year | A.1, A.2, A.6, C.18, D.22, D.23, E.26, E.27, E.29, E.30, F.31, F.32, F.35, F.36, F.37 | <ul style="list-style-type: none"> • Ability to learn from past experiences and others use technology and digital media strategically and capably • Build strong content knowledge • Value evidence • Understand key ideas and details • Understand text types and purposes • Understand production and distribution of writing • Understand conventions of standard English |

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| # | JAG Competitive Events | JAG Competencies | Common Core Standards Categories |
|-----|----------------------------|---|---|
| 6. | Communication Triathlon | B.12, C.14, C.15, C.18, C.19, D.22, D.23, E.29, F.37 | <ul style="list-style-type: none"> • Build strong content knowledge • Respond to the varying demands of audience, task, purpose and discipline • Comprehend as well as critique • Apply knowledge of language |
| 7. | Creative Problem Solving | C.14, C.17, C.18, C.19, D.22, D.24, E.26, E.27, E.28, E.29, F.32, F.33, F.34, F.37 | <ul style="list-style-type: none"> • Build strong content knowledge • Comprehend as well as critique • Value evidence • Understand other perspectives and cultures • Integration of knowledge and ideas • Presentation of knowledge and ideas • Apply knowledge of language • Understand vocabulary acquisition and use |
| 8. | Decision-Making Event | C14, C.15, C.16, C.17, C.18, C.19, D.21, D.24, E.28, E.29, F.32, F.33, F.34, F.35, F.36 | <ul style="list-style-type: none"> • Build strong content knowledge • Comprehend as well as critique • Value evidence • Understand key ideas and details • Integration of knowledge and ideas • Presentation of knowledge and ideas • Apply knowledge of language • Understand vocabulary acquisition and use |
| 9. | Employability Skills Event | A.1, A.2, A.3, A.4, A.5, A.6, B.7, B.8, B.9, B.11, B.13, C.14, C.15, C.19, D.23, D.24, E.29, F.36, F.37 | <ul style="list-style-type: none"> • Build strong content knowledge • Respond to the varying demands of audience, task, purpose and discipline • Comprehend as well as critique • Understand others' perspectives and cultures • Apply knowledge of language • Understand vocabulary acquisition and use |
| 10. | Employability Skills Test | A.1, A.3, B.12, C.14, C.15, C.16, C.18, C.20, D.22, D.25, E.29, F.31, F.33, F.34, F.35 | <ul style="list-style-type: none"> • Build strong content knowledge • Value evidence |
| 11. | JAG Bowl | A.2, A.3, A.6, C.14, C.15, C.16, C.18, D.21, D.22, D.24, E.26, E.29, E.30, F.31, F.32, F.34 | <ul style="list-style-type: none"> • Build strong content knowledge • Comprehend as well as critique • Value evidence • Understand key ideas and details • Understand vocabulary acquisition and use |
| 12. | Keyboarding Event | C.14, C.18, D.22, D.23, E.29 | <ul style="list-style-type: none"> • Understand key ideas and details |
| 13. | Math Skills Event | C.14, C.18, D.22, D.25, E.29 | <ul style="list-style-type: none"> • Build strong content knowledge |

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| # | JAG Competitive Events | JAG Competencies | Common Core Standards Categories |
|-----|------------------------------|---|---|
| 14. | National Recognition Program | A.1, A.2, A.3, A.4, A.5, A.6, B.8, B.11, B.13, C.14, C.15, C.18, C.19, D.22, D.23, D.24, E.26, E.27, E.28, E.29, E.30, F.34, F.35, F.36, F.37 | <ul style="list-style-type: none"> • Demonstrate independence • Comprehend as well as critique • Value evidence • Understand other perspectives and cultures • Understand key ideas and details • Understand text types and purposes • Understand production and distribution of writing • Understand conventions of standard English • Apply knowledge of language • Understand vocabulary acquisition and use |
| 15. | Outstanding Leadership Award | A.1, A.2, A.3, A.4, A.5, A.6, C.14, C.15, C.19, D.21, D.24, E.26, E.27, E.30, F.32, F.33, F.34, F.35, F.36, F.37 | <ul style="list-style-type: none"> • Demonstrate independence • Comprehend as well as critique • Understand key ideas and details • Understand text types and purposes • Understand production and distribution of writing • Presentation of knowledge and ideas • Apply knowledge of language • Understand vocabulary acquisition and use |
| 16. | Parliamentary Procedure | C.14, C.17, C.18, C.19, D.22, D.24, E.26, E.27, E.28, E.29, E.30, F.33, F.35, F.36, F.37 | <ul style="list-style-type: none"> • Build strong content knowledge • Comprehend as well as critique • Understand key ideas and details • Presentation of knowledge and ideas • Understand vocabulary acquisition and use |
| 17. | Public Speaking Event | C.14, C.18, D.24, E.27, E.28, E.29, E.30, F.32 | <ul style="list-style-type: none"> • Demonstrate independence • Respond to the varying demands of audience, task, purpose and discipline • Comprehend as well as critique • Value evidence • Understand others' perspectives and cultures • Presentation of knowledge and ideas • Apply knowledge of language • Understand vocabulary acquisition and use |
| 18. | Students for Service Event | C.14, C.18, C.19, D.21, D.23, D.24, E.26, E.27, E.29, E.30, F.32, F.33, F.34, F.35, F.36, F.37 | <ul style="list-style-type: none"> • Comprehend as well as critique • Understand key ideas and details • Presentation of knowledge and ideas • Understand vocabulary acquisition and use |

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| # | JAG Competitive Events | JAG Competencies | Common Core Standards Categories |
|-----|---------------------------|--|--|
| 19. | Topic Poster Event | C.18, C.19, D.22, D.23, E.29, E.30 | <ul style="list-style-type: none"> • Ability to learn from past experiences and others use technology and digital media strategically and capably • Value evidence • Understand others' perspectives and cultures • Understand key ideas and details • Understand craft and structure • Integration of knowledge and ideas • Understand text types and purposes • Understand production and distribution of writing • Understand vocabulary acquisition and use |
| 20. | Telephone Technique Event | A.5, A.6, B.8, B.10, C.14, C.15, C.18, C.19, D.21, D.22, D.24, E.29 | <ul style="list-style-type: none"> • Respond to the varying demands of audience, task, purpose and discipline • Comprehend as well as critique • Understand vocabulary acquisition and use |
| 21. | Writing Skills Event | A.1, A.2, A.3, A.4, A.5, A.6, B.12, C.14, C.15, C.16, C.18, C.19, C.20, D.22, D.23, E.29, E.30, F.32, F.37 | <ul style="list-style-type: none"> • Build strong content knowledge • Value evidence • Understand key ideas and details • Understand craft and structure • Understand production and distribution of writing • Presentation of knowledge and ideas • Understand conventions of standard English • Apply knowledge of language • Understand vocabulary acquisition and use |