# Looking for National Standards Resources?

## **See how JIST’s *Job Savvy* workbook aligns to the Secretary’s Commission on Achieving Necessary Skills (SCANS) standards.**

## About Job Savvy’s Curriculum Mapping Guide

The Curriculum Mapping Guide correlates the goals and objectives of *Skills and Tasks for Jobs: A SCANS Report for America 2000*(https://wdr.doleta.gov/research/FullText\_Documents/1999\_35.pdf) to JIST’s *Job Savvy* workbook. This report tells educators and employers what students and workers need to know and be able to do in order to succeed in the work place.

The resulting standards and benchmarks describe the instructional building blocks for a comprehensive curriculum. Consequently, instructors and students who use JIST’s *Job Savvy* workbookcan be assured that their program of study aligns with best practices in workforce development curriculum and training. These National Standards delineate workplace and career knowledge and ability that people should acquire to emerge as independent adult members of the labor force, fully prepared to make wise career decisions for a lifetime of economic well-being and career satisfaction.

In 1990, the Secretary of Labor appointed a commission to determine the skills our young people need to succeed in the world of work. The commission's fundamental purpose was to encourage a high-performance economy characterized by high-skill, high-wage employment. Although the commission completed its work in 1992, its findings and recommendations continue to be a valuable source of information for individuals and organizations involved in education and workforce development.

The Commission was directed to ad vise the Secretary of Labor on the type and level of skills required to enter employment, and in doing so to:

• Define the skills needed for employment.

• Propose acceptable levels in those skills.

• Suggest effective ways to assess proficiency.

• Develop a strategy to disseminate the findings to the nation’s schools, businesses, and homes.

## Model Curriculum Content Categories

• **Basic Skills:**The Basic Skills include reading, writing, arithmetic, mathematics, listening, and speaking.

• **Thinking Skills:**The Thinking Skills include creative thinking, decision making, problem solving, “Seeing Things in the Mind’s Eye,” knowing how to learn, and reasoning.

• **Personal Qualities:**The Personal Qualities include responsibility, self-esteem, social, self-management, and integrity/honesty.

# At-a-Glance National Standards Alignment Guide

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| Competency | Topics Covered | *Job Savvy* Chapters |
| Basic Skills | **Reads, writes, performs arithmetic and mathematical operations, listens and speaks** | 2, 3, 5, 11 |
| A. Reading | Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules | 11 |
| B. Writing | Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts | 5 |
| C. Arithmetic /Mathematics | Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques | 11 |
| D. Listening | Receives, attends to, interprets, and responds to verbal messages and other cues | 2, 3, 5 |
| E. Speaking | Organizes ideas and communicates orally | 3, 5 |
| Thinking | **Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons** | 10 |
| A. Creative Thinking | Generates new ideas. Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities | 11 |
| B. Decision Making | Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative | 10, 12 |
| C. Problem Solving | Recognizes problems, identifies possible reasons for discrepancy, and devises and implements plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings | 11 |
| E. Knowing How to Learn | Uses efficient learning techniques to acquire and apply new knowledge and skills. Involves being aware of learning tools such as personal learning styles, formal learning strategies, and informal learning strategies | 2, 6, 13 |
| F. Reasoning | Discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem | 4 |
| Personal Qualities | **Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty** | 8, 13 |
| A. Responsibility | Exerts a high level of effort and perseveres towards goal attainment | 4 |
| B. Self-Esteem | Believes in own self-worth and maintains a positive view of self | 2, 3 |
| C. Sociability | Demonstrates understanding, friendliness, adaptability, and empathy | 2, 3 |
| D. Self-Management | Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control | 4, 6, 7 |
| E. Integrity/Honesty | Chooses ethical courses of action | 4, 12 |
| Resources | **Identifies, organizes, plans, and allocates resources** | 2, 4, 6, 7, 8, 9, 10 |
| A. Time | Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules | 8, 13 |
| B. Money | Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives | 8 |
| C. Material and Facilities | Acquires, stores, allocates, and uses materials or space efficiently | 9, 11, 12 |
| D. Human Resources | Assesses skills and distributes work accordingly, evaluates performance and provides feedback | 8, 9 |
| Resources | **Works with others** | 8, 9, 11 |
| A. Participates as Member of a Team | Contributes to group effort | 9, 11 |
| B. Teaches Others New Skills |  | 9, 11 |
| C. Serves Clients/Customers | Works to satisfy customers' expectations | 10 |
| D. Exercises Leadership | Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies | 5, 8, 9, 10, 11, 12 |
| E. Negotiates | Works toward agreements involving exchange of resources, resolves divergent interests | 5, 8, 9, 11 |
| F. Works with Diversity | Works well with men and women from diverse backgrounds | 9 |
| Resources | **Acquires and uses information** | 2, 5, 6 |
| A. Acquires and Evaluates Information |  | 2 |
| B. Organizes and Maintains Information |  | 6 |
| C. Interprets and Communicates Information |  | 5 |
| D. Uses Computers to Process Information |  | 2 |
| Resources | **Understands complex inter-relationships** | 7 |
| A. Understands Systems | Knows how social, organizational, and technological systems work and operates effectively with them | 1, 6 |
| B. Monitors and Corrects Performance | Distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions | 1, 11 |
| C. Improves or Designs Systems | Suggests modifications to existing systems and develops new or alternative systems to improve performance | 8, 9, 11, 12 |
| Resources | **Works with a variety of technologies** | 1, 2 |
| A. Selects Technology | Chooses procedures, tools or equipment including computers and related technologies | 1, 6, 11 |
| B. Applies Technology to Task | Understands overall intent and proper procedures for setup and operation of equipment | 1, 2 |
| C. Maintains and Troubleshoots Equipment | Prevents, identifies, or solves problems with equipment, including computers and other technologies | 11 |

## The SCANS report issued by the Commission is designed to help educators make high school courses more relevant to the needs of a modem workforce and to help employers ensure that their employees possess appropriate, up-to-date skills.

# The *Job Savvy* workbook:

• Aligns with the SCANS Report.

• Offers educators a model that promotes workforce development education consistency, while supporting local customization.

• Helps teachers utilize the many curriculum resources available to them.

• Prepares students to achieve success by drawing from a number of academic areas pertinent

to workforce development, including communication skills, technical skills, organization and responsibility skills, and more.

• Guides informal education outside the classroom and at home; postsecondary and adult

education; professional development for teachers, counselors and others; and other initiatives.

• Provides the most accurate, up-to-date information available.