

JA It's My Future – Blended

Session Descriptions	ID Workplace Skills for Career Readiness Standards	Common Core ELA
<p>Session One: My Brand</p> <p>Students examine well-known businesses to learn about brand and reputation. They complete a personal brand worksheet to define their own brands and then design logos to represent themselves.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world. ▪ Design a logo that expresses their personal brand. 	<p>Workplace Skills For Career Readiness</p> <p>1.1.4 Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5</p> <p>L. 7.1-6 SL. 7.1-3 SL. 7.5</p> <p>RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5</p>
<p>Session Two: Career Clusters</p> <p>Students are introduced to the 16 career clusters, take a career interest assessment, learn about potential jobs within their preferred cluster and then share job information with other classmates and discuss the importance of all jobs within a community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Identify jobs in specific career clusters that they would like to further explore. ▪ Understand the interconnectivity and value of all types of jobs. 	<p>Workplace Skills For Career Readiness</p> <p>1.1.3 Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed.</p>	<p>RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Three: High Growth Careers</p> <p>Students learn about declining and high-growth careers and possible reasons for changes in a job's outlook. They are introduced to several high-growth occupations and have the opportunity to research growth careers in their preferred career clusters.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize the difference between high-growth and declining careers. ▪ Identify specific careers that are forecasted to have high growth. 	<p>Workplace Skills For Career Readiness</p> <p>1.3.2 Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively.</p>	<p>RI 6.7 L.6.1,4,6 SL. 6.1-2</p> <p>RI 7.4 L. 7.1,4 SL. 7.1-2</p> <p>L. 8.1,3,4 SL. 8.1</p>

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<p>Session Four: Career Mapping</p> <p>Students learn how early experiences can provide transferable skills that contribute to future job success by looking at well-known celebrities and their paths to success. They learn about career maps by examining a sample and creating their own.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Identify experiences and activities related to foundational skills that are transferable to a future job. ▪ Plan the significant markers needed to earn a particular job. 	<p>Workplace Skills For Career Readiness</p> <p>1.2.2 Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly.</p>	<p>L. 6.1-4 L.6.6 SL. 6.1-3</p> <p>L. 7.1,3,4 SL. 7.1,2,4</p> <p>L. 8.1,3,4 SL. 8.1-2</p>
<p>Session Five: On the Hunt</p> <p>Students learn about the process of looking, applying, and interviewing for a job. They read about the process and then play a game in which they must identify two truths and a myth about each topic.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews. 	<p>Workplace Skills For Career Readiness</p> <p>1.2.3 Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks.</p> <p>1.2.7 Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1,2,4</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.2,4</p>
<p>Session Six: Soft Skills</p> <p>Students learn about the differences between technical and soft skills and why both are essential to keep a job. They complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they role-play situations that require having strong soft skills.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve. 	<p>Workplace Skills For Career Readiness</p> <p>1.1.7 Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative.</p>	<p>RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6</p> <p>RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6</p> <p>RI 8.4 L. 8.1,3,4 SL. 8.1-3</p>