

JA It's My Future – Blended

Session Descriptions	MT Learning 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 Competencies</p> <p>5.1 Use technology for learning, communications, and productivity.</p> <p>5.3 Prevent or identify and solve problems using technology.</p> <p>6.6 Explore and identify personal interests, aptitudes and abilities and develop strategies to achieve tentative life and career goals.</p> <p>Career and Vocational/Technical Education</p> <p>3.4 Identify methods that can increase a person's self-esteem.</p> <p>4.5 Follow basic technical instruction.</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 Competencies</p> <p>2.1. Use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills).</p> <p>3.1. Identify the need for and obtain data in order to make informed decisions in the workplace.</p> <p>3.4 Acquire, organize, communicate, process, and analyze information from print and electronic sources.</p> <p>Career and Vocational/Technical Education</p> <p>1.1 Describe and demonstrate the importance of goal setting and career planning.</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 Competencies</p> <p>3.3 Select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia).</p> <p>6.1 Identify how the skills taught in school subjects are used in various life roles and occupations.</p> <p>6.5 Locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles.</p> <p>Career and Vocational/Technical Education</p> <p>1.2 Explore and investigate career opportunities.</p> <p>4.1 Identify appropriate technical skills required for selected occupations.</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 Competencies</p> <p>1.4 Manage personal and team resources to achieve personal and team goals.</p> <p>2.2 Organize and maintain written or computerized records using systematic methods.</p> <p>6.3 Identify possible outcomes and consequences of decisions.</p> <p>6.4 Recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure.</p> <p>Career and Vocational/Technical Education</p> <p>2.2 Follow detailed instructions and complete assignment.</p> <p>5.1 Apply academic and technical skills to a class project.</p> <p>5.3 Describe how decisions affect self and others.</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 Competencies</p> <p>4.3 Design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.</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 Competencies</p> <p>6.2 Demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs.</p> <p>Career and Vocational/Technical Education</p> <p>3.2. Identify personal and work ethics.</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>