JA It's My Future – Blended

Session Descriptions	HI Performance Standards	Common Core ELA
Session One: My Brand 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. **Objectives:** ▪ 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.	CTE.7-8.2.3 Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	RI 6.7 L. 6.1-6 SL. 6.1-3 SL. 6.5 L. 7.1-6 SL. 7.1-3 SL. 7.5 RI 8.4 L. 8.1-6 SL. 8.1-3 SL. 8.5
Session Two: Career Clusters 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. **Objectives:** ▪ Identify jobs in specific career clusters that they would like to further explore. ▪ Understand the interconnectivity and value of all types of jobs.	CTE.7-8.2.4 Analyze career options that match personal interests, abilities, and skills.	RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6. RI 7.4 L. 7.1,3,4 SL. 7.1,2,4 RI 8.4 L. 8.1,3,4 SL. 8.2,4
Session Three: High Growth Careers 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. **Objectives:** ▪ Recognize the difference between high-growth and declining careers. ▪ Identify specific careers that are forecasted to have high growth.	NA	RI 6.7 L.6.1,4,6 SL. 6.1-2 RI 7.4 L. 7.1,4 SL. 7.1-2 L. 8.1,3,4 SL. 8.1

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Session Four: Career Mapping 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. **Objectives:** ▪ 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.	CTE.6.2.1 Establish personal and learning goals related to career and life interests CTE.7-8.2.2 Develop a preliminary individual education and career plan. CTE.7-8.2.3 Analyze the relationship between personal characteristics, interests, abilities, and skills and achieving personal and career goals	L. 6.1-4 L.6.6 SL. 6.1-3 L. 7.1,3,4 SL. 7.1,2,4 L. 8.1,3,4 SL. 8.1-2
Session Five: On the Hunt 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. **Objectives:** ▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.	NA	RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6 RI 7.4 L. 7.1,3,4 SL. 7.1,2,4 RI 8.4 L. 8.1,3,4 SL. 8.2,4
Session Six: Soft Skills 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. **Objectives:** ▪ Differentiate between technical skills and soft skills. ▪ Describe specific soft skills they already possess and those on which they need to improve.	CTE.6.2.2 Explain the consequences of appropriate or inappropriate behavior in specific school, social, and work situations. CTE.7-8.2.1 Apply appropriate and safe behaviors for the school, community, and workplace.	RI 6.7 L. 6.1-6 SL. 6.1-2 SL. 5-6 RI 7.4 L. 7.1,3,4 SL. 7.1-2 SL.7.5-6 RI 8.4 L. 8.1,3,4 SL. 8.1-3

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