

# JA It's My Future – Blended

Session Descriptions	RI Instructional Standards	Common Core ELA
<p><b>Session One: My Brand</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world.</li> <li>▪ Design a logo that expresses their personal brand.</li> </ul>	<p><b>Social Studies</b></p> <p>E 1 (7-8) –1 Students demonstrate an understanding of basic economic concepts by...</p> <ul style="list-style-type: none"> <li>a. explaining the relationship between resources and industry.</li> <li>b. explaining the relationship between the producers in an real-world and historical context.</li> </ul>	<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><b>Session Two: Career Clusters</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to further explore.</li> <li>▪ Understand the interconnectivity and value of all types of jobs.</li> </ul>		<p>RI 6.7 L. 6.1-4 L.6.6 SL. 6.1-2 SL. 6.6</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><b>Session Three: High Growth Careers</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize the difference between high-growth and declining careers.</li> <li>▪ Identify specific careers that are forecasted to have high growth.</li> </ul>	<p><b>National Standards for Financial Literacy</b></p> <p>1.2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>1.4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</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><b>Session Four: Career Mapping</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Identify experiences and activities related to foundational skills that are transferable to a future job.</li> <li>▪ Plan the significant markers needed to earn a particular job.</li> </ul>	<p><b>National Standards for Financial Literacy</b></p> <p>1.5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>1.6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</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><b>Session Five: On the Hunt</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 5 (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices.</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><b>Session Six: Soft Skills</b></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><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between technical skills and soft skills.</li> <li>▪ Describe specific soft skills they already possess and those on which they need to improve.</li> </ul>	<p><b>Social Studies</b></p> <p>C&amp;G 4 (7-8)-3 Students participate in a civil society by...</p> <ol style="list-style-type: none"> <li>a. demonstrating an understanding and empathy for the opinions of others</li> <li>b. demonstrating the ability to compromise</li> </ol>	<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>