

# JA It's My Future – Blended

Session Descriptions	UT Core 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>College and Career Awareness (grade 7)</b></p> <p>2:3 Students will develop an understanding of 21st century skills for college and career readiness.</p> <p>4:1 c Understand how personal marketing can affect job outlooks.</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><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><b>College and Career Awareness (grade 7)</b></p> <p>1:1 e Work independently, as well as cooperatively, with other students.</p> <p>1:1 f Identify a broad range of interests and abilities, connecting to school in positive ways.</p> <p>1:3 a Understand the relationship between education, training, and the occupational choice.</p> <p>1:3 b Complete and utilize career assessments.</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><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>College and Career Awareness (grade 7)</b></p> <p>1:2 a Understand that the changing nature of work requires adaptability, lifelong learning, and acquiring new skills.</p> <p>1:2 b Understand opportunities for traditional and nontraditional career choices.</p> <p>2:1 b Identify 8 STEM careers along with training and education necessary to enter the workforce.</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>College and Career Awareness (grade 7)</b></p> <p>1:1 a Identify personal abilities, skills, interests, values, and motivations in terms of future goals.</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>College and Career Awareness (grade 7)</b></p> <p>1:1 j Identify next step planning options consistent with interests, achievement, aptitudes, and abilities.</p> <p>1:3 c Explore job-seeking skills such as writing a resume, completing a job application, and interviewing.</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>Family and Consumer Science (grade 6)</b></p> <p>5:1 Identify characteristics of a good employee.</p> <p>Discuss how social skills and conflict resolution are helpful in obtaining and maintaining a job.</p> <p><b>College and Career Awareness (grade 7)</b></p> <p>1:1 b Understand the relationship of responsibility, dependability, integrity, and work ethic in order to be successful in the workplace.</p> <p>1:2 d Understand employability skills. Determine values that affect life/career planning in terms of family, community involvement, work, and leisure.</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>