

# JA It's My Future – Blended

Session Descriptions	ME Career and Education Development 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>A1 Students identify and demonstrate interests, skills, habits of mind, and experiences that build and maintain a positive self-concept.</p> <p>A2 Students analyze how positive and negative personal traits, choices about behaviors, and the belief that one can successfully complete tasks/goals affect success in school.</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>A3 Students identify decisions and demonstrate behaviors that reflect positive interpersonal skills and lead to success in school or community.</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>B3 Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices.</p> <p>C4 Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.</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>
<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>A4 Students develop and demonstrate positive strategies that aid in accomplishing tasks, creating balance among their career and life roles, and reducing stress.</p> <p>B1 Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.</p> <p>C3 Students identify behaviors that influence career and education decision- making.</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>

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<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>C1 Students explain how the parts of the planning process assist in the exploration of education and work opportunities, and serve as tools for setting short-term and long-term goals.</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>B2 Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.</p> <p>C3 Students identify behaviors that influence career and education decision- making.</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>