# JA It’s My Future – Blended

<table>
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<tr>
<th>Session Descriptions</th>
<th>MT Learning Standards</th>
<th>Common Core ELA</th>
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<tr>
<td><strong>Session One: My Brand</strong>  &lt;br&gt;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.  &lt;br&gt;<strong>Objectives:</strong>  &lt;br&gt;▪ Recognize branding as a way to build a positive reputation, personally as well as in the business world.  &lt;br&gt;▪ Design a logo that expresses their personal brand.</td>
<td><strong>Workplace Competencies</strong>  &lt;br&gt;1. Use technology for learning, communications, and productivity.  &lt;br&gt;3. Prevent or identify and solve problems using technology.  &lt;br&gt;6. Use and apply technologies to create personal and professional projects.  &lt;br&gt;<strong>Career and Vocational/Technical Education</strong>  &lt;br&gt;3.4 Identify methods that can increase a person’s self-esteem.  &lt;br&gt;4.5 Follow basic technical instruction.</td>
<td>RI 6.7  &lt;br&gt;L.6.1-6  &lt;br&gt;SL.6.1-3  &lt;br&gt;SL.6.5  &lt;br&gt;L.7.1-6  &lt;br&gt;SL.7.1-3  &lt;br&gt;SL.7.5  &lt;br&gt;Ri 8.4  &lt;br&gt;L.8.1-6  &lt;br&gt;SL.8.1-3  &lt;br&gt;SL.8.5</td>
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<td><strong>Session Two: Career Clusters</strong>  &lt;br&gt;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.  &lt;br&gt;<strong>Objectives:</strong>  &lt;br&gt;▪ Identify jobs in specific career clusters that they would like to further explore.  &lt;br&gt;▪ Understand the interconnectivity and value of all types of jobs.</td>
<td><strong>Workplace Competencies</strong>  &lt;br&gt;2. Use a variety of skills to work as a member of a team while recognizing individual differences and cultural diversity (e.g., listening skills).  &lt;br&gt;3. Identify the need for and obtain data in order to make informed decisions in the workplace.  &lt;br&gt;3.4 Acquire, organize, communicate, process, and analyze information from print and electronic sources.  &lt;br&gt;<strong>Career and Vocational/Technical Education</strong>  &lt;br&gt;1.1 Describe and demonstrate the importance of goal setting and career planning.</td>
<td>RI 6.7  &lt;br&gt;L.6.1-4  &lt;br&gt;L.6.6  &lt;br&gt;SL.6.1-2  &lt;br&gt;SL.6.  &lt;br&gt;Ri 7.4  &lt;br&gt;L.7.1,3,4  &lt;br&gt;SL.7.1,2,4  &lt;br&gt;Ri 8.4  &lt;br&gt;L.8.1,3,4  &lt;br&gt;SL.8.2,4</td>
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<td><strong>Session Three: High Growth Careers</strong>  &lt;br&gt;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.  &lt;br&gt;<strong>Objectives:</strong>  &lt;br&gt;▪ Recognize the difference between high-growth and declining careers.  &lt;br&gt;▪ Identify specific careers that are forecasted to have high growth.</td>
<td><strong>Workplace Competencies</strong>  &lt;br&gt;3. Select and present information using a variety of methods (e.g., oral, written, graphic, pictorial, multimedia).  &lt;br&gt;6.1 Identify how the skills taught in school subjects are used in various life roles and occupations.  &lt;br&gt;6.5 Locate, explore, and evaluate a variety of occupations not limited by stereotypes, bias or traditional roles.  &lt;br&gt;<strong>Career and Vocational/Technical Education</strong>  &lt;br&gt;1.2 Explore and investigate career opportunities.  &lt;br&gt;4.1 Identify appropriate technical skills required for selected occupations.</td>
<td>RI 6.7  &lt;br&gt;L.6.1,4,6  &lt;br&gt;SL.6.1-2  &lt;br&gt;Ri 7.4  &lt;br&gt;L.7.1,4  &lt;br&gt;SL.7.1-2  &lt;br&gt;L.8.1,3,4  &lt;br&gt;SL.8.1</td>
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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.

**Workplace Competencies**
1.4 Manage personal and team resources to achieve personal and team goals.
2.2 Organize and maintain written or computerized records using systematic methods.
6.3 Identify possible outcomes and consequences of decisions.
6.4 Recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure.

**Career and Vocational/Technical Education**
2.2 Follow detailed instructions and complete assignment.
5.1 Apply academic and technical skills to a class project.
5.3 Describe how decisions affect self and others.

### 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.

**Workplace Competencies**
4.3 Design and work within a system (e.g., committees, student council, mock government, simple electrical circuit) to manage, control, and improve performance.

**Career and Vocational/Technical Education**
2.2 Follow detailed instructions and complete assignment.
5.1 Apply academic and technical skills to a class project.
5.3 Describe how decisions affect self and others.

### 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.

**Workplace Competencies**
6.2 Demonstrate personal qualities (e.g., dependability, punctuality, cooperation) that are needed to get and keep jobs.

**Career and Vocational/Technical Education**
3.2. Identify personal and work ethics.

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<td>6.4 Recognize and describe the interrelationships of lifetime roles of family, community, work, and leisure.</td>
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<td>5.1 Apply academic and technical skills to a class project.</td>
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