# JA It’s My Future – Blended

## Session Descriptions

### 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.

**Social Studies**
SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions.

**Career & Vocational Education**
CV8.2.1 Career-aware students effectively communicate using a variety of appropriate methods.

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<tr>
<th>Common Core ELA</th>
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<tbody>
<tr>
<td>RI 6.7</td>
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<td>L. 6.1-6</td>
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<tr>
<td>SL. 6.1-3</td>
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<td>SL. 6.5</td>
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### 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.

**Social Studies**
SS8.6.1 Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.

**Career & Vocational Education**
CV8.1.1 Career-aware students explore several career pathways including but not limited to outlook, salary, needed training, duties and lifestyle.

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<td>RI 6.7</td>
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<td>SL. 6.6</td>
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### 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.

**Social Studies**
SS8.5.2 Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.

**Career & Vocational Education**
CV8.2.2 Career-aware students successfully lead a group activity.

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<tbody>
<tr>
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<td>RI 7.4</td>
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<td>L. 7.1,4</td>
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<td>SL. 7.1-2</td>
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<tr>
<td>L. 8.1,3,4</td>
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<td>SL. 8.1</td>
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<table>
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<tr>
<th>Session Descriptions</th>
<th>2014 Wyoming Content and Performance Standards</th>
<th>Common Core ELA</th>
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| Session Four: Career Mapping | **Social Studies**  
SS8.6.3 Use digital tools to research, design, and present social studies concepts.  
**Career & Vocational Education**  
CV8.4.4 Career-aware students integrate and translate content presented in diverse formats and media, including visually and quantitatively, as well as in words.  
CV8.5.2 Career-aware students plan tasks recognizing human resources, financial and timeline constraints that take into account priorities and 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 | **Career & Vocational Education**  
CV8.2.3 Career-aware students actively participate as a team member to accomplish group goals while effectively working with diverse individuals/groups. | 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 | **Career & Vocational Education**  
CV8.1.3 Career-aware students prepare a self-improvement plan including secondary and postsecondary programs to gain desired knowledge and experience toward possible career opportunities.  
CV8.1.4 Career-aware students demonstrate an awareness of characteristics and skills necessary to enhance employability.  
CV8.3.3 Career-aware students demonstrate an ability to explain and interpret solutions to problems using data and information compiled from a variety of reputable sources. | 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 |

**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.

**Objectives:**
- Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.

**Objectives:**
- Differentiate between technical skills and soft skills.
- Describe specific soft skills they already possess and those on which they need to improve.