# JA It’s My Future – Blended

## Session Descriptions | ND Content Standards | Common Core ELA
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### 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.

**Career Development Standards**
- C:1.1 Understand the relationship between educational achievement and career success.
- C:1.2 Explain how work can help to achieve personal success and satisfaction.
- C:1.3 Identify personal preferences and interests influencing career choice and success.
- C:2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals.

**RI 6.7**
L. 6.1-6
SL. 6.1-3
SL. 6.5
L. 7.1-6
SL. 7.1-3
SL. 7.5
RI 8.4
L. 8.1-6
SL. 8.1-3
SL. 8.5

### 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.

**Career Development Standards**
- C:1.1 Develop skills to locate, evaluate and interpret career information.
- C:1.2 Learn about the variety of traditional and nontraditional occupations.
- C:1.3 Develop an awareness of personal abilities, skills, interests and motivations.
- C:1.4 Know the various ways in which occupations can be classified.
- C:1.5 Use research and information resources to obtain career information.

**RI 6.7**
L. 6.1-4
L.6.6
SL. 6.1-2
SL. 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 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.

**Career Development Standards**
- C:A2.3 Demonstrate knowledge about the changing workplace.
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice.
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training.

**RI 6.7**
L.6.1,4,6
SL. 6.1-2
RI 7.4
L. 7.1,4
SL. 7.1-2
L. 8.1,3,4
SL. 8.1
### Session Descriptions

#### 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.

#### 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.

#### 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.

### ND Content Standards

#### Session Four: Career Mapping
Career Development Standards
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals.
- C:C1.1 Understand the relationship between educational achievement and career success.
- C:C1.3 Identify personal preferences and interests influencing career choice and success.

### Common Core ELA

| 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 Development Standards
- C:A1.4 Learn how to interact and work cooperatively in teams.
- C:A1.5 Learn to make decisions.
- C:A1.6 Learn how to set goals.
- C:A1.7 Understand the importance of planning.
- C:B1.3 Demonstrate knowledge of the career-planning process.

### Common Core ELA

| RI 6.7 | L. 6.1-6 |
| L. 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 Development Standards
- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills.
- C:A2.2 Apply job readiness skills to seek employment opportunities.
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
- C:A2.9 Utilize time-and task-management skills.

### Common Core ELA

| RI 6.7 | L. 6.1-6 |
| L. 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 | |