### 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.

**CT Standards**

**Common Core ELA**

#### 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.

**CT Standards**

**Common Core ELA**

#### 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.

**CT Standards**

**Common Core ELA**
### JA It’s My Future – Blended

<table>
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<tr>
<th>Session Descriptions</th>
<th>CT Standards</th>
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<tr>
<td><strong>Session Four: Career Mapping</strong>&lt;br&gt;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.</td>
<td></td>
<td>L. 6.1-4&lt;br&gt;L.6.6&lt;br&gt;SL. 6.1-3&lt;br&gt;L. 7.1,3,4&lt;br&gt;SL. 7.1,2,4&lt;br&gt;L. 8.1,3,4&lt;br&gt;SL. 8.1-2</td>
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<td><strong>Objectives:</strong>&lt;br&gt;• Identify experiences and activities related to foundational skills that are transferable to a future job.&lt;br&gt;• Plan the significant markers needed to earn a particular job.</td>
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<td><strong>Session Five: On the Hunt</strong>&lt;br&gt;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.</td>
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<td>RI 6.7&lt;br&gt;L. 6.1-6&lt;br&gt;SL. 6.1-2&lt;br&gt;SL. 5-6&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>Objectives:</strong>&lt;br&gt;• Recognize basic job-hunting tools, including job postings, applications, recommendations, and interviews.</td>
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<td><strong>Session Six: Soft Skills</strong>&lt;br&gt;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.</td>
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<td>RI 6.7&lt;br&gt;L. 6.1-6&lt;br&gt;SL. 6.1-2&lt;br&gt;SL. 5-6&lt;br&gt;RI 7.4&lt;br&gt;L. 7.1,3,4&lt;br&gt;SL. 7.1-2&lt;br&gt;SL.7.5-6&lt;br&gt;RI 8.4&lt;br&gt;L. 8.1,3,4&lt;br&gt;SL. 8.1-3</td>
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<td><strong>Objectives:</strong>&lt;br&gt;• Differentiate between technical skills and soft skills.&lt;br&gt;• Describe specific soft skills they already possess and those on which they need to improve.</td>
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