JA It's My Future –Blended

Session Descriptions	NM Content Standards	Common Core ELA
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 and Technical Education Standards** 7-12.2.1.6 Communicate information, data and observations to apply information learned from reading to actual practice. 7-12.2.2.1 Employ verbal skills when obtaining and conveying information 7-12.2.2.3 Prepare visual aids and support materials for easy viewing, without error.	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.	**Social Studies** 1-d: 6 1. Organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions. **Career and Technical Education Standards** 7-12.9.2.4 identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster:	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 and Technical Education Standards** 7-12.2.1.2. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions. **7-**12.4.1.4. 1. Access and navigate internet (e.g., use a web browser); 2. Search for information and resources.	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

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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.	**Social Studies** 1-d: 7 1 Analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions. 1-d: 7.2 Demonstrate the ability to examine history from the perspectives of the participants. **Career and Technical Education Standards** 7-12.4. 2 Students will recognize and use information technology tools to access, manage, integrate, create and share information within a designated career pathway.	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 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.	**Career and Technical Education Standards** 7-12.2.1.1 Determine the most appropriate reading strategy for identifying the overarching purpose of a text. 7-12.7.1.1 Employ leadership skills to accomplish organizational goals and objectives. 7-12.7.1.3 Employ teamwork skills to achieve collective goals and use team members' talents effectively. 7-12-9.1.3 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	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 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.	**Career and Technical Education Standards** 7-12.2.1.7 Evaluate the information, explanations or ideas of others by identifying and applying clear, reasonable criteria for evaluation. 7-12.2.2.5 Communicate effectively with others to foster positive relationships. 7-12.2.7 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants. 7-12.3.1.1.4 Create ideas, proposals and solutions to problems. 7-12.3.1.2 Employ critical thinking and interpersonal skills to resolve conflicts with staff or customers. 7-12-9.1.1 Identify and demonstrate the use of positive work behaviors and personal qualities needed to be employable.	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

Junior Achievement