

# JA Career Success

Session Descriptions	Social Studies and Financial Literacy Standards	Work Readiness Standards	Common Core ELA
<p><b>Session One: Get Hired– Critical Thinking and Creativity</b></p> <p>Students are introduced to the need to be work ready by developing the 4 C’s skills that employers want from people entering the workforce. Students apply critical-thinking skills and creativity to solve problems in real-life work scenarios.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Use a problem-solving technique to solve personal and professional problems</li> <li>• Apply critical-thinking skills to work-based problems</li> <li>• Recognize that decisions made in the workplace have consequences</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>STANDARD 6</p> <p>The student demonstrates understanding of concepts and materials related to job training, performance, retention, promotion, and changes.</p> <p>6.1 Identifies factors the employer considers when promoting/retaining employees.</p> <p>6.2 Interprets general work-related vocabulary.</p> <p>6.3 Demonstrates the ability to apply or transfer skills learned in one job situation to another:</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Two: Get Hired– Communication and Conflict-Management Skills</b></p> <p>Students apply communication skills to resolve conflicts in work-based scenarios. They role-play conflicts and conflict management and explore behaviors that inflame conflict and behaviors that lead to resolution.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Recognize common responses to conflict</li> <li>• Apply conflict-management skills to resolve work-based issues</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>STANDARD 8</p> <p>The student demonstrates ability to effectively interact and respect coworkers.</p> <p>8.1 Interacts in an appropriate manner with co-workers.</p> <p>8.2 Demonstrates effective communication skills in working with customers and clients;</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Three: Get Hired– Collaboration and Creativity</b></p> <p>Students practice collaboration, a 4 C’s skill, by using a teambuilding model referred to as the GRPI (Goals, Roles and Responsibilities, Processes, and Interpersonal Relationship Skills). The model describes the behaviors found in high-performance teams in the workplace.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate collaboration with team members to accomplish work-based challenges</li> <li>• Recognize the components of a high-performance team</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>STANDARD 9</p> <p>The student demonstrates work skills in a workplace environment.</p> <p>9.1 Has willingness to try or complete work by accepting assigned responsibilities with a positive attitude.</p> <p>9.2 Demonstrates responsibilities by completing simple one, two, or multi step tasks.</p> <p>9.3 Works well with and without supervision for a determined amount of time;</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1,6 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>

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<p><b>Session Four: Get Hired– Strong Soft Skills</b></p> <p>Students will review soft skills that are in demand by employers and rate their own soft skills. They will use personal stories in a job interview workshop to communicate these skills to a potential employer.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Identify soft skills that are in demand by employers</li> <li>Demonstrate personal soft skills in a mock interview</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>STANDARD 3</p> <p>The student understands how to apply for a job and/or applies for a job.</p> <p>3.1 Describes and gives examples of effective interviewing situations, including prepared questions to ask the interviewer.</p> <p>3.2 Identifies appropriate behavior and attitudes in interview situations.</p> <p>3.3 Demonstrates competence in job interview techniques to include grooming, dress, and verbal/nonverbal communication;</p>	<p><b>Grades 9–10</b> RI.9-10.4 W.9-10.2 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Five: Know Your Work Priorities</b></p> <p>Students learn that in the current workforce, people change jobs or careers several times over a lifetime. That means it is important to be prepared and adaptable. Students explore which of their priorities should be their anchors as they prepare to enter the working world.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of being focused, proactive, and adaptable when exploring careers</li> <li>Rank work environment priorities as an anchor for making career planning decisions</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>FL.I. 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>STANDARD 1</p> <p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities.</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student.</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment</p>	<p><b>Grades 9–10</b> RI.9-10.4 SL.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> RI.11-12.4 SL.11-12.1 L.11-12.1</p>
<p><b>Session Six: Know Who’s Hiring</b></p> <p>In groups, students analyze factors to consider when researching careers: skills learned through training and education; interests in various career clusters; and specific high-growth jobs and the requirements needed to earn them.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs</li> <li>Identify the education and training needed to be adaptable and competitive in the job market</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p>	<p>STANDARD 1</p> <p>1.5 Identifies the knowledge and skills required for a variety of careers of interest to the student.</p> <p>1.6 Compares occupations based on entry-level requirements and skills associated with employment</p>	<p><b>Grades 9–10</b> W.9-10.1 L.9-10.1</p> <p><b>Grades 11–12</b> L.11-12.1</p>

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<p><b>Session Seven: Know Your Personal Brand</b></p> <p>Students work in teams to rate the personal brand of candidates applying for a job by comparing cover letters, resumes, and digital profiles of the candidates.</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Explore how to hunt for a job and the tools needed</li> <li>• Determine choices they can make to create a positive personal brand as they build their careers</li> </ul>	<p>FL.I. 1. People choose jobs or careers for which they are qualified based on the income they expect to earn and the benefits, such as health insurance coverage or a retirement plan, that they expect to receive.</p> <p>FL.I. 2. People choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.</p>	<p>STANDARD 3</p> <p>3.4 Develops a personal fact sheet to include, but not be limited to, personal references, work history, educational information, and other pertinent data;</p>	<p><b>Grades 9–10</b>            RI.9-10.4,5            W.9-10.2            SL.9-10.1,2            L.9-10.1</p> <p><b>Grades 11–12</b>            RI.11-12.4,5            W.11-12.1,3,9            SL.11-12.1,2            L.11-12.1</p>