

JA Job Shadow Blended Model

Session Descriptions	Social Studies and Financial Literacy Standards	Work Readiness Standards	Common Core ELA
<p>Session One: Finding Your Future</p> <p>In this session, students are introduced to the Design for Delight innovation model and how to use it for career planning. They examine career options and pathways in relation to their skills and interests, to allow them to choose potential occupations to explore.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Identify the three Design for Delight innovation principles ▪ Correlate the Design for Delight innovation principles to the development of a personal career plan ▪ Explain career clusters and their relationship to career pathways, industries, and careers 	<p>SS E 2 (9-12) – 2</p> <p>Students analyze how Innovations and technology affects the exchange of goods and services by...</p> <p>a. investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.</p> <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>Reading for Informational Text 9-10 RI.1,2,4,6 11-12 RI 2,4,8</p> <p>Speaking and Listening 9-12 SL.1,2</p> <p>Writing 9-12 W.7</p> <p>Language 9-12 L. 1-4</p>
<p>Session Two: Career Exploration & Informational Interviews</p> <p>In this session, students work with a partner to explore their top three career choices and explain how they made their selections. They learn what an informational interview is and how to conduct one with a professional contact to learn more about a career of interest, and they prepare for a site visit.</p> <p>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze which career options most closely relate to their interests, strengths, and skills ▪ Describe informational interviews and their relevancy to personal career exploration ▪ Develop questions for informational interviews to identify preferable careers ▪ Practice positive interview techniques and etiquette ▪ Research local individuals working in preferable careers (optional) ▪ Craft a personal elevator pitch (optional) 	<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>1.1 Identifies reasons people work.</p> <p>1.2 Describes the relationship between jobs, careers, family life, and leisure activities.</p> <p>1.3 Completes a self-inventory of skills, experience, education, work preferences, abilities, and values using technological and/or traditional resources as they relate to the job market.</p> <p>STANDARD 3</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>Reading for Informational Text 9-10 RI. 1,2,4 11-12 RI. 2,4</p> <p>Speaking and Listening 9-12 SL.1-6</p> <p>Writing 9-12 W. 4,6</p> <p>Language 9-12 L. 1-6</p>