

# JA It's My Future

Session Details	Social Studies Standards	Financial Literacy/Career Development	Common Core ELA
<p><b>Session One: My Brand</b></p> <p>Students learn that they have their own personal brand and that the brand they build today will reflect on them in the future. They examine well-known logos to learn how individuals and companies create their brands and build their reputations. They assess their personal characteristics to define their own brands and then develop logos to represent themselves.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Describe the elements of a brand</li> <li>▪ Recognize the ability of personal branding to build a positive reputation, for their personal life as well as for their future career</li> <li>▪ Design a logo that expresses their personal brand</li> </ul>	<p>E 2 (5-6)-1.c. Comparing and contrasting incentives (i.e., advertising and marketing) related to consumer spending.</p> <p>E 2 (7-8)-1.a. Explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</p> <p>E 2 (7-8)-1.c. Predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.</p>	<p><b>Financial Literacy</b></p> <p>I.8 Entrepreneurs take the risk of starting a business because they expect to earn profits as their reward, despite the fact that many new businesses can and do fail. Some entrepreneurs gain satisfaction from working for themselves.</p>	<p><b>Grade 6</b> RI.6.4 RI.6.7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>
<p><b>Session Two: Career Paths and Clusters</b></p> <p>Students are introduced to the 16 career clusters and the pathways through them. They take a career interest survey and learn about potential jobs within their preferred clusters. They then share job information with other members of the class and discuss the importance of all jobs within a community.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define careers cluster.</li> <li>▪ Identify jobs in specific career clusters to explore further</li> <li>▪ Recognize the interconnectivity and value of all types of jobs</li> </ul>	<p>NA</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I.5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 SL.7.4 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-6</p>

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<p><b>Session Three: High-Growth Careers</b></p> <p>Students learn about the importance of being aware of which fields are growing and which are declining when making decisions about their own careers. They play a game that introduces information about high-growth job fields.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify specific careers that are forecast to have high- growth rates</li> <li>▪ Consider a variety of factors when selecting a career</li> </ul>	<p>NA</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p><b>Career Development</b></p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Grade 6</b> RI.6.1,4,7 SL.6.1-2 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1,4 SL.7.1-2 L.7.1-6</p> <p><b>Grade 8</b> RI.8.1,4 SL.8.1-2 L.8.1,3,4</p>

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<p><b>Session Four: Career Mapping</b></p> <p>Students learn how early experiences can build transferable skills that contribute to future job success. Students look at the lives of celebrities and their paths to success, focusing on early experiences. They learn about career maps by examining a sample and then creating their own.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Identify jobs in specific career clusters that they would like to explore further</li> <li>▪ Plan significant milestones they need to reach to earn a particular job</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p>I.3 Getting more education and learning new job skills can increase a person's human capital and productivity.</p> <p>I. 4 People with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.</p> <p>I. 5 Investment in education and training generally has a positive rate of return in terms of the income that people earn over a lifetime.</p> <p>I. 6 Education, training, and development of job skills have opportunity costs in the form of time, effort, and money.</p> <p>I.7 People often use a portion of their savings to help themselves or their family members build human capital through education or job training.</p> <p><b>Career Development</b></p> <p>10 Plan education and career paths aligned to personal goals.</p>	<p><b>Grade 6</b></p> <p>RI.6.4 RI.6.7 W.6.4 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b></p> <p>RI.7.4 W.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b></p> <p>RI.8.4 W.8.4 SL.8.1-2 SL.4-5 L.8.1-6</p>

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<p><b>Session Five: On the Hunt</b></p> <p>Students are introduced to the basics of looking for and applying and interviewing for a job. They play a game in which they must identify two truths and a myth about the job search process. They also learn the fundamentals of creating a resume and engage in simulation in which they identify appropriate skills for various jobs and decide upon the right section of a resume to highlight those skills.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Recognize basic job-hunting techniques, including looking for a job, applying, interviewing, and listing references</li> <li>▪ Recognize the importance of personal presentation and making a good impression, on paper and in person.</li> <li>▪ Recognize the basic construction of a resume and skills that should be highlighted on a resume.</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p>	<p><b>Grade 6</b> RI.6.1 RI.6.4 RI.6.7 SL.6.1-2 SL.4 L.6.1-6</p> <p><b>Grade 7</b> RI.7.1 RI. 7.4 SL.7.1-2 SL.7.4 L.7.1-4</p> <p><b>Grade 8</b> RI.8.1 RI.8.4 SL.8.1-2 SL.8.4 L.8.1-4</p>
<p><b>Session Six: Soft Skills</b></p> <p>Students learn about the differences between technical and soft skills and why both are essential for keeping a job. Students will also complete a soft skills self-evaluation to determine which skills they already have and which they can work toward. Finally, they will role-play situations that require strong soft skills.</p> <p><b>Objectives:</b></p> <p>The students will:</p> <ul style="list-style-type: none"> <li>▪ Define and differentiate between technical skills and soft skills</li> <li>▪ Identify specific soft skills they already possess and those they need to improve</li> </ul>	<p>C&amp;G 4 (5-6)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p> <p>C&amp;G 4 (7-8)-3.a. Demonstrating an understanding and empathy for the opinions of others</p> <p>C&amp;G 4 (7-8)-3.b. Demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues).</p>	<p><b>Financial Literacy</b></p> <p>I.1 Careers are based on working at jobs in the same occupation or profession for many years. Different careers require different education and training.</p> <p>I. 2 People make many decisions over a lifetime about their education, jobs, and careers that affect their incomes and job opportunities.</p> <p><b>Career Development</b></p> <p>1 Act as a responsible and contributing citizen and employee.</p> <p>2 Apply appropriate academic and technical skills.</p> <p>5 Consider the environmental, social and economic impacts of decisions.</p> <p>8 Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>9 Model integrity, ethical leadership and effective management.</p>	<p><b>Grade 6</b> RI.6.4,7 SL.6.1-2 SL.6.4-5 L.6.1-6</p> <p><b>Grade 7</b> RI.7.4 SL.7.1-2 SL.7.4-5 L.7.1-6</p> <p><b>Grade 8</b> RI.8.4 SL.8.1-2 SL.8.4-5 L.8.1-6</p>