

JA Career Success

Session Description	Social Studies Standards	Colorado Essential Skills	Colorado Reading, Writing, and Communicating
<p>Session One: Get Hired– Critical Thinking and Creativity</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>Students will:</p> <ul style="list-style-type: none"> ▪ Use a problem-solving technique to solve personal and professional problems ▪ Apply critical-thinking skills to work-based problems ▪ Recognize that decisions made in the workplace have consequences 	<p>Social Studies</p> <p>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>✓ Apply knowledge and skills to analyze how individuals, businesses, governments, and nonprofits deal with the challenges of scarcity.</p> <p>Thinking/Problem Solving</p> <p>“interpret information and draw conclusions based upon information gathered to formulate a new problem</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>
<p>Session Two: Get Hired– Communication and Conflict-Management Skills</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>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize common responses to conflict ▪ Apply conflict-management skills to resolve work-based issues 	<p>HS 3.5 f. Develop income earning potential with intentional choices.</p>	<p>Self-Awareness</p> <p>assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset</p> <p>Communication</p> <p>“establish goals for communication and plan out steps accordingly</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>
<p>Session Three: Get Hired– Collaboration and Creativity</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>Students will:</p> <ul style="list-style-type: none"> ▪ Demonstrate collaboration with team members to accomplish work-based challenges ▪ Recognize the components of a high-performance team 	<p>Social Studies</p> <p>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p>	<p>Adaptability/ Flexibility</p> <p>demonstrate ways to adapt and reach workable solutions</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2. c. Adapt speech to a variety of contexts and tasks.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

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<p>Session Four: Get Hired– Strong Soft Skills</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>Students will:</p> <ul style="list-style-type: none"> ▪ Identify soft skills that are in demand by employers ▪ Demonstrate personal soft skills in a mock interview 	<p>HS.3.1 a. Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).</p>	<p>Adaptability/ Flexibility demonstrate ways to adapt and reach workable solutions.</p> <p>Communication articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts</p>	<p>9/12 2.2.b Determine the meaning of words and phrases. 9/12 7.2 a Write informative/explanatory texts to examine a topic and convey ideas. 9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 1.1.b Integrate multiple sources of information. 9/12 9.4 a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>
<p>Session Five: Know Your Work Priorities</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>Students will:</p> <ul style="list-style-type: none"> ▪ Recognize the importance of being focused, proactive, and adaptable when exploring careers ▪ Rank work environment priorities as an anchor for making career planning decisions 	<p>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<p>Self-Awareness adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>
<p>Session Six: Know Who’s Hiring</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>Students will:</p> <ul style="list-style-type: none"> ▪ Analyze requirements needed for high-growth industries, such as those offering STEM-related jobs ▪ Identify the education and training needed to be adaptable and competitive in the job market 	<p>HS.3.5 d. Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.</p>	<p>Initiative/Self-Direction apply knowledge to set goals, make informed decisions and transfer to new context</p> <p>Self-Advocacy demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions. 9/12 2.2.b Determine the meaning of words and phrases. 9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>

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<p>Session Seven: Know Your Personal Brand</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>Students will:</p> <ul style="list-style-type: none"> ▪ Explore how to hunt for a job and the tools needed ▪ Determine choices they can make to create a positive personal brand as they build their careers 	<p>HS 3. 5. Determine factors that impact an individual’s earning capability (PFL) a. Predict the potential impact of education and skill development choices on future earning capability and financial well-being.</p> <p>HS 3.5 f. Develop income earning potential with intentional choices.</p>	<p>Initiative/Self-Direction take responsibility for and pursue opportunities</p> <p>Career Awareness demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas</p> <p>Information Literacy “examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors</p>	<p>9/12 1.1.a Initiate and participate effectively in a range of collaborative discussions.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>9/12 2.2.b Determine the meaning of words and phrases.</p> <p>RI 5 9/12 2.2.b ii. Analyze in detail the structure of a specific paragraph.</p> <p>9/12 7.2 a Write informative/explanatory texts.</p> <p>9/12 9.4 a. Demonstrate command of the conventions of Standard English.</p>