

Unit #1 Title: Work, Career Paths and Me!	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required: 20-30 minutes/each	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Jobs I Like At Home and School	
Materials/Special Preparation Required:	
Classroom Job Chart	
Flip Chart	
Markers	
Sharing Circle Ball	
Lesson #2: Career Paths In My Community	
Materials/Special Preparation Required:	
Career Paths Mini Poster	
Set of Career Puppets (counselor's choice)	
Paper, markers, pencils	
Set of six individual Career Path Posters	
Missouri Comprehensive Guidance Standard:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations:	
CD.7.A.01.a.i: Identify strengths and interests at home and school.	
CD.7.B.01.a.i: Identify workers in the local community related to the six (6) career paths.	
CD.7.C.01.a.i: Explain the importance of jobs in the family and school.	
American School Counselor Association National Standard (ASCA):	
Career Development:	
C: Students will understand the relationship between training and the world of work.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.

X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies.
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics
X	Social Studies
	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science
	Health/Physical Education
X	Fine Arts
	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.

Unit Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Students will demonstrate ability to identify personal strengths and interests regarding activities at home and at school. Students will match community workers to their corresponding career path. Students will explain the importance of jobs within their families and school.</p>

<p>Brief Summary of Unit: Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.</p> <p>Unit Goals: CD.7.A.01.a.i: Students will be able to identify strengths and interests of activities at home and at school. CD.7.B.01.a.i: Students will be able to identify community workers according to their career paths. CD.7.C.01.a.i: Students will explain the importance of jobs within the family and in the school.</p> <p>Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit? Students will have some knowledge of different jobs they do at home and at school. Students will have some familiarity with the career paths.</p>
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