

Unit #1 Title: Making Connections

Grade Level: 2

Time Required: 20-30 minutes per lesson

Number of Lessons in Unit: 3

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime (Students must be able to perform tasks, e.g. writing responses)

Lesson Titles:

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

Activity Sheet “New Things to Learn and Explore”
Career Paths Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

Career Paths Mini Poster
Set of Six Career Path Posters
Activity Sheet – Connecting School Skills to the Career Paths
Chalkboard
Flip-Chart
Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:
Well-kept vs. not well-kept
Jobs Done and Undone
Thank You Letter
Pencils; Envelopes; Stamps
List of Names/Addresses of Community Workers (local phonebook)
Chalkboard.

Missouri Comprehensive Guidance Standard:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectation:

CD.7.A.02.a.i: Identify new activities and interests to explore.

CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.

CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.

American School Counselor Association National Standard (ASCA):

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| Career Development: | |
| A. | Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. |
| C. | Students will understand the relationship between training and the world of work. |

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

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| X | Goal 1: Gather, analyze and apply information and ideas |
| X | Goal 2: Communicate effectively within and beyond the classroom |
| | Goal 3: Recognize and solve problems |
| X | Goal 4: Make decisions and act as responsible members of society |

This lesson supports the development of skills in the following academic content areas.

| Academic Content Area(s) | Specific Skill(s) |
|--------------------------|---------------------------------------------------------------------------------------------------------------------|
| X | Communication Arts 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally |
| | Mathematics |
| X | Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions |
| | Science |
| | Health/Physical Education |
| | Fine Arts |

Unit Assessment (acceptable evidence):

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| <p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</p> <p>The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.</p> <p>Performance Task: Students will write a friendly letter of appreciation to a community worker including:</p> <ul style="list-style-type: none"> • relationship of job to a career path. • skills students observes worker using. • the importance of worker and his or her job to the community. |
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| <p>Brief Summary of Unit:</p> <p>Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.</p> <p>Unit Goals:</p> <p>Students will identify new activities and interests that they will like to explore.</p> <p>Students will be able to identify the academic skills necessary for workers in each of the 6 career paths.</p> <p>Students will explain the importance of all jobs and workers in their community.</p> |
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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Knowledge of Career Paths (name/give examples of jobs in each career path.)

Students need some knowledge of jobs in the local community.

Students need to be able to write responses on Activity Sheet.

Knowledge of Christopher Columbus

Vocabulary: Career Path, explore, subject area, skill/strength