

Unit #1 Title: Targeting Careers

Grade Level: 3

Number of Lessons in Unit: 4

Time Required: 20-30 minutes each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: My School Goal (Part 1)

Materials/Special Preparation Required:

“Step for Setting a Goal” Student Activity Sheet

“Step for Setting a Goal” Teacher Goal Setting Mini Poster

Pencil, chalkboard, chalk

Lesson #2: My School Goal (Part 2)

Materials/Special Preparation Required:

“My School Goal” Weekly Goal Sheet

“*My Goal Sheet*” Student Mini Goal Sheet

Pencil, chalkboard, chalk

Lesson #3: My School Goal (Part 3)

Materials/Special Preparation Required:

“*My Goal Sheet*” Student Mini Goal Sheet

“My School Goal” Weekly Goal Sheet from lesson 2

Pencil, chalkboard, chalk

Lesson #4: How Do They **DO** That?

Materials/Special Preparation Required:

Job Picture Activity Sheet (cut up) **or** use actual photographs of modern day local heroes and key figures in the school and community (at least one to represent each of the career paths (e.g. school principal, mayor, firefighter, school nurse).

Activity Sheet – *The Career of a Community Hero*

Career Path Mini Poster (1)

Career Paths Posters (6)

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.03.a.i: Identify and apply the steps to setting short-term and long term, personal, and educational goals.

CD.7.B.03.a.i: Compare and contrast the academic skills required of workers in the six career paths.

CD.7.C.03.a.i: Recognize the contributions made by all workers to the school and community.

<p>American School Counselor Association National Standard (ASCA): Career Development: C. Students will understand the relationship between training and the world of work.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research. 2. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 2. Review and revise communications to improve accuracy and clarity. 3. Exchange information, questions and ideas while recognizing the perspectives of others. 6. Apply communication techniques to the job search and to the workplace.
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements. 6. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses a problem.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals.

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):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. CD.7.A.03.a.i: Students will demonstrate knowledge of goal-setting process by listing and explaining in writing. CD.7.A.03.a.i: Students will write a personal school goal by developing a written plan to reach the goal and will evaluate the success of their actions to accomplish that goal. CD.7.B.03.a.i: Students will be able to identify academic skills needed for success in careers. CD.7.C.03.a.i: Students will explain (orally and in writing) contributions specific workers</p>
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make to the community/school.

Brief Summary of Unit:

In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

Unit Goals:

CD.7.A.03.a.i: Students will identify and apply the steps to setting short-term and long term, personal and educational goals.

CD.7.B.03.a.i: Students will compare and contrast the academic skills required of workers in the different career paths.

CD.7.C.03.a.i: Students will recognize the contributions made by all workers to the school and community.

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 knowledge of personal strengths and weaknesses related to academics and behavior.

Students will have knowledge of the career paths and the work represented within each career path.

Students will be familiar with different types of workers within the school and the community.

Vocabulary: Goals, Goal-Setting, Academic Subjects, Long Term Goal, Short Term Goal, Personal Goals, Educational Goals