

<b>Unit #1 Title:</b> Career Investigations: Jobs in the World of Work	<b>Grade Level:</b> 3
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required:</b> 3-30 min. sessions	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson #1: Becoming A Career Detective (Part 1)	
Materials/Special Preparation Required:	
An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)	
Activity Sheet: "Interview Questions";	
Activity Sheet: "Interview Summary";	
Activity Sheet: "Investigative Reporter's Notebook" (optional)	
Chalkboard and chalk	
Lesson #2: Becoming A Career Detective (Part 2)	
Materials/Special Preparation Required:	
Completed "Interview Questions" and "Interview Summary"	
Activity Sheets (from lesson 1)	
<b>Missouri Comprehensive Guidance Standard:</b>	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
<b>Grade Level Expectation:</b>	
CD.8.A.03.a.i: Explain what workers do and need to know in various careers.	
CD.8.B.03.a.i: Gather information regarding training and education for a variety of careers.	
<b>American School Counselor Association National Standard (ASCA):</b>	
Career Development:	
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	

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

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	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. Students will collect information and record what they learn on their Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, students will analyze the information they collect and synthesize the worker information. The results will become a part of an "Evidence File" compiled as a classroom book.

**Brief Summary of Unit:**

In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.

**Process:** Students will gather information through classroom activities and interviews with workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.

**Unit Goals:**

1. Student will learn what workers do and need to know in various careers.
2. Student will gather information describing the training and education needed for various careers.