

**Unit #1 Title:** The Road to Careerville:  
Exploring Career Paths & Requirements

**Grade Level:** 4

**Number of Lessons in Unit:** 3

**Time Required for each lesson:** 30 minutes

**Best time of year to implement this Unit:** Anytime

**Lesson Titles:**

Lesson # 1: The Road to Careers (Part 1)

Materials/Special Preparations Required:

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Career Path Strips (Master Copy of single page—to be cut into strips)

Activity Sheets for students:

“Career Paths and Example Jobs”

“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Chalkboard, chalk

Poster board or construction paper

Pencils, markers

Lesson # 2: The Road to Careers (Part 2)

Materials/Special Preparations Required:

Student-made charts (“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”) begun in Lesson 1

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Activity Sheets for Students:

“Career Paths and Example Jobs”

“The Relationship of My ...” (see Lesson 1)

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Chalkboard, chalk

Poster board or construction paper

Pencils, markers

Lesson # 3: The Road to Careers (Part 3)

Materials/Special Preparations Required:

Roadmap; Student-made posters completed in Lesson 2

Counselor Resources:

Career Paths and Example Careers”  
 “Career Path Posters” (set of 6)  
 Letter from VIPs seeking help (1 copy for each group)  
 Sample letter of advice from Career Information Columnist (1 copy for each group).  
 Activity Sheets for Students:  
 Template for letter of advice to VIPs (copies for each student)  
 VIP’s questions for Career Information Columnist  
 Career information publications (e.g., /*Children’s DOT*, brochures available from professional organizations) and access to career information websites  
 Chalkboard, chalk  
 Poster board or construction paper  
 Pencils, markers

**Missouri Comprehensive Guidance Standard:**  
 CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education

**Grade Level Expectations (GLEs):**  
 CD.8.A.04.a.i: Relate current student learning to each of the six career paths.  
 CD.8.B.04.a.i: Outline the training and educational requirements for a variety of careers.

**American School Counselor Association National Standard (ASCA):**  
 Career Development  
 A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.  
 C: Students will understand the relationship between personal qualities, education, 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
X	Goal 2: Communicate effectively within and beyond the classroom
X	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
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**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.**

**Formative Assessment:** Each lesson includes formative assessment procedures, which will provide opportunities for students will demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters and student-written letters.

**Summative Assessment:** Students will assume the role of Career Information columnists for the *Careerville News*. Careerville is a “boomtown”; many people want to live and work there. The newspaper editor has received so many inquiries about the best work in Careerville that Inspector CareerSo has been hired to investigate the work available and to reply to the letters. The students, who have experience as “Investigative Reporters” (see Grade 3 Unit), have been hired by Inspector CareerSo (see “Hook”) to help investigate the World of Work and Workers. The Career Information Columnists write a weekly column (published on Sundays), titled “Career Information for Those on the Road to Careerville”. The column provides career information and advice for those wanting to be a part of the Careerville community. Each student will write a friendly letter in response to readers’ inquiries. The letters will include descriptions of and/or explanations about the roles, responsibilities, and the training/education requirements for specific careers. Student letters of response will be bound together into a career information book, titled “The Road to Careerville: Any Career Path will Take You There!”

**Brief Summary of Unit:**

The lessons in the Grade 4 Unit, will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.

**Unit Goals:**

1. Student will define and explain the meaning of career paths.
2. Students will review the six career paths and relate current learning to each career path.
3. Students will identify training and education required for selected careers.

**What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in the unit?**

Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources “Career Paths and Example Careers” “Career Path Mini-Poster”).