

Unit #1 Title: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers

Grade Level: 5

Number of Lessons in Unit: 2

Required: 2-30 min. sessions

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Career Magic (Part 1)

Material/Special Preparation Needed

Magic Wand; Magic Hat or Box;

Resources: "Career Path Strips (Master Copy)" (make 2 copies [at least]); "Career Graphic Organizer (to be projected via a computer/projection unit, Smart Board, or other projection technology such as an overhead projector and transparency, or hand-drawn chart on a large piece of paper)

Activity Sheet: Career Graphic Organizer (copies for students);

Chalkboard, chalk, poster board or construction paper, pencils, markers

Lesson #2: Career Magic (Part 2)

Material/Special Preparation Needed

Magic Wand; Magic Hat or Box;

Resource Activity Sheet: "Career Graphic Organizer" (from Lesson 1); Activity Sheet: "A Comparison of the Similarities and Differences Among Careers"

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.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.

CD.8.B.05.a.i: Compare and contrast 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.

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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and Glee's. Assessment can be question answer, performance activity, etc. Summative Assessment:
 Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (lesson 2) to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members' choice (e.g., a bar graph or a T-Chart). The graphic organizer Activity Sheet is an example of a visual form that may be used.

Brief Summary of Unit: In Grade 5, students' will learn about the **similarities and differences in the roles, responsibilities, skills, and requirements (post-secondary training and education)** of workers in different career paths. Students will demonstrate this understanding via charts, and Activity Sheets.
 The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this Unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team member to analyze the data.

Students' prior knowledge includes:
 Kindergarten: **Work roles and responsibilities** of family members;
 First Grade: Work roles, responsibilities and **skills** of school workers,
 Second Grade: Work roles, responsibilities, skills of **community workers**,
 Third Grade: Work roles, responsibilities, skills and **academic knowledge** of workers whom students selected to interview.
 Fourth Grade: Work roles, responsibilities, skills, and **post-secondary training/education**

required.

In addition, students are expected to have prior knowledge of the Career Path concept and the names, elements of careers in each Career Path (see Resources for fourth grade units, especially the Career Path Mini-Poster 4th)

Process

Throughout the unit, brainstorming and small group work are utilized to generate ideas and to help students develop the skills of working together to solve problems.

The counselor will help students build upon their prior knowledge about the World of Work and Workers by guiding them in a recurring review of the terminology/vocabulary used when talking about “career paths.” Write the names of the six career paths on the board. Discuss the roles and responsibilities of several careers. Identify training and educational requirements needed for each. Students choose several careers, and the roles, responsibilities, skills and educational requirements of each.

Unit Goals:

1. Student will compare and contrast the roles and responsibilities of various careers.
2. Students will compare and contrast the training and educational requirements for various careers.