

Unit #1 Title: Developing Awareness of Work and Workers

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

Two puppets of your choice

These Are a Few of My Favorite Things To Do activity sheet

Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

Career Paths mini poster(1)

Career Path posters (6)

Puppets from lesson 1

Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

Career Paths mini poster(1)

Same two puppets from lessons 1 & 2

Various career hats, pictures or puppets

Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

Career Paths posters & *Career Paths* mini poster from Lesson 2

Student generated list of jobs (on index cards from Lesson 2 & 3)

Same two puppets from previous lessons

Blank Index Cards (5x7) or sentence strips

Board Space for each Career Path

Musical Selection on tape or CD

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.0K: Identify likes and dislikes at home and school. (DOK Level - 2)

CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. (DOK Level - 2)

CD.7.C.0K: Recognize that all work is important. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

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 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 idea 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

Unit Instructional Strategies/Instructional Activities

<input checked="" type="checkbox"/>	Direct (Guided and Shared – reading, listening, viewing, thinking)
<input type="checkbox"/>	Indirect
<input type="checkbox"/>	Experiential
<input type="checkbox"/>	Independent Study
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming, Think, Pair, Share)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Assessment can be question answer, performance activity, etc.
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.

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 possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.

Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: These Are A Few of My Favorite and Not So Favorite Things To Do	
Grade Level: K	Lesson: 1 of 4
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.0K: Identify likes and dislikes at home and school.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

2 puppets of your choice <i>These Are a Few of My Favorite Things To Do</i> Activity Sheet “Sharing Circle” ball
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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 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

<p>Students will identify at least two tasks they like to do at home and at school. Students will identify at least two tasks they dislike at home and at school.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will demonstrate by completing <i>These Are a Few of My Favorite and Least Favorite Things To Do</i> Activity Sheet -- drawing a minimum of one of their favorite things and least favorite things at school and home.</p>
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Lesson Preparation

<p>Essential Questions: Why do you have favorite things? Why do you have least favorite things?</p> <p>Engagement (Hook): Puppet will perform a dialogue involving these questions. Is it important to have things you like to do? Why? Is it okay not to like every thing you do? Do you have favorite things you like to do at school and home? Do you have to do things at school and home that are not your favorite?</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Puppets will ask the students the questions listed in the hook. The puppets will follow with an energetic discussion of their favorite and least favorite things to do at school and at home. Puppets will interact with students, asking three or four students what their favorite subjects are at school. Puppets will continue the discussion by asking what activities the students like 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond to questions. Counselor will facilitate students' taking turns, topic focus and every student responding. Students will actively respond to the puppets' questions. Students will actively respond to the puppets' questions.
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<p>and dislike doing when they are at home. The puppets will ask three or four additional students to share their least favorite things at home (encourage contributions from all students).</p> <p>4. Puppets will hand out a <i>These are a Few of My Favorite or Least Favorite Things To Do Activity Sheet</i>. In the first column, students will draw one thing they like to do at school and one thing they like to do at home. In the second column the students will draw a least favorite activity or thing for school and another for home.</p> <p>5. Upon completion of the activity sheet, the puppets will instruct students to bring their activity sheet and join the Sharing Circle. Each student will share what they like best/least at school and home. The puppets will pass the <i>Sharing Circle Ball</i> to the student who starts the Sharing Circle process.</p> <p>6. The counselor asks: How did you decide what you like or don't like?</p> <p>7. Puppets will facilitate students' summarization of the discussion, emphasizing: a.) that each child had great ideas; b.) that there were so many different ideas; c.) that it is important to remember that everyone has different and similar "favorite and not so favorite" things he or she does....and that's okay! d) our favorite or not so favorites will change as life goes on and people grow and change.</p> <p>8. Puppets thank the students for allowing them to visit their classroom, and promise</p>	<p>4. Students will draw one favorite and one least favorite activity to do at school and home.</p> <p>5. Students will bring their papers to a "Sharing Circle" in the room and sit down in the circle quietly. Each student will respond in turn as they receive the "Sharing Circle" ball. As they pass the ball, alternating students will share one thing they like best, and while the others share what they like least. The other students will listen. If class is large, the counselor may divide the class into two groups to perform the activity.</p> <p>6. Students' responses will indicate a beginning awareness of "influences" in their lives e.g. "I don't like to get my hands dirty." "My friend, Lucy, doesn't like to sweep and neither do I."</p> <p>7. Students will actively respond to the puppets' prompts, bringing out: the concepts of a. Each person has "favorite and not so favorite" things he or she does. b. We make choices based on our likes and dislikes (using age- appropriate language/vocabulary).</p> <p>8. Students close with saying, "You're Welcome" or "Good-Bye" to the puppets.</p>
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to return.	
NOTE: Counselor may also choose to put the favorite things on the “front” side of the worksheet, and the least favorite things on the “back” side of the worksheet.	

Teacher Follow-Up Activities

Teacher may have students cut out pictures of people doing different activities for a class collage of differences and similarities in likes and dislikes (favorite or not so favorite) things.

Counselor reflection notes (completed after the lesson)

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My Favorite Things To Do...

Draw a picture of at least one of your favorite things.

at school...



My Least Favorite Things To Do...

Draw a picture of at least one of your least favorite things.

at school...



at home...



at home...



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Name That Career Path	Lesson: 2 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K: Recognize that all work is important.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Career Path</i> mini poster <i>Career Path</i> posters (station throughout the room) Same two puppets from lessons 1 Blank 5x7 index cards or sentence strips</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 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify all six career paths as a group and identify why they are important.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Performance Task: Students will name the jobs of their parents or friends and then match the job with the appropriate career path.

Lesson Preparation

Essential Questions:
 Why are there so many different kinds of jobs?
Engagement (Hook):
 Puppets will perform a dialogue with students regarding various jobs as puppets wear different job hats or hold different job tools, or hold pictures of different jobs. (Hats, tools, or pictures should represent each of the six career paths.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Puppets will ask questions using props such as worker hats, tools, pictures and/or the individual mini poster of the career paths (Example: What job might require the use a hammer? Which career path do you think this job matches? Fixing and Building Technology). The puppets will give an example or two for each career path, thus reviewing the six career paths from the last lesson. Counselor will ask which, if any, career path is more important than the others. 2. Puppets say, “Today we are going to play another version the ‘Career Path Game’. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will respond by sharing ideas about jobs and career paths. They will also share that all career paths are important. 2. Students will give names of jobs.
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<p>Think of someone you know who has a job.” Each student will have a chance to quickly name the job.</p> <p>3. The counselor will introduce the six separate <i>Career Path</i> posters posted around the room. As students name various jobs, the class will determine which career path the job matches. The counselor will write the job title on a 5x7 index card or sentence strip. (NOTE: Keep a fast pace so that 1st learners standing are engaged throughout).</p> <p>4. Once the career path is determined, the puppets will ask students, “What makes this an important job?”</p> <p>5. Puppets will dialogue with the students to review the 6 career paths and to restate the idea that <u>every</u> job is important.</p>	<p>3. The student takes the Career Card to the Career Path poster that is chosen. Procedure is followed for each job title/career card.</p> <p>4. Students will respond to indicate the unique importance of each job. The puppets will assist those who have difficulty with the answer.</p> <p>5. Students will listen and respond appropriately.</p>
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Teacher Follow-Up Activities

The teacher can identify a career path for each special guest that visits the classroom.

NOTE: Counselor/teacher may also choose to paste the *Career Path* posters on separate colors of construction paper. Students can name the color even if they can’t remember the name of the career path. Counselor/teacher would have pictures of people doing different jobs, which the class then assigns to a career path color. If colors are used to represent the career paths, then the colors need to be consistent lesson to lesson, year to year.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



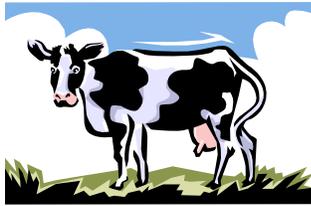


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***





Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Traveling the Career Paths (Part 1)	Lesson: 3 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Career Paths</i> mini poster(1) Same two puppets from lessons 1 & 2 Various career hats, pictures or puppets Blank 5x7 index cards or sentence strips</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two workers in school and their career paths.
 Students will identify at least two family members and their career paths.

Lesson Formative Assessment (acceptable evidence):

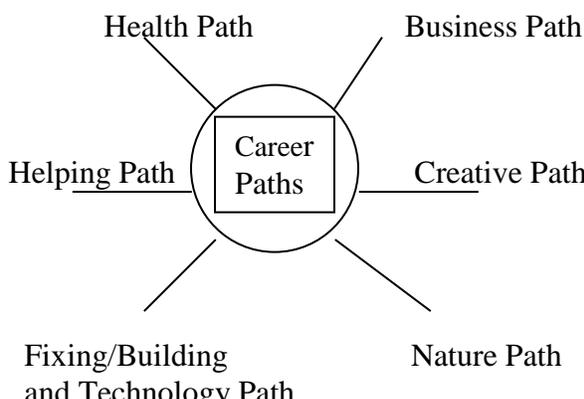
Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Performance Task: Counselor will quiz students as a class asking them to match job with career paths using job list on board.

Lesson Preparation

Essential Questions:
 Why are there so many different kinds of work? (NOTE: this ties directly to the previous lesson’s discussion of likes/dislikes, and into the need for career paths)
Engagement (Hook):
 Puppets (introduced in Lesson 1 of this unit) discussion of the six career paths
 Career puppets or hats or pictures that represent each of the six career paths

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Puppets will ask the students to identify jobs that they are aware of. 2. Puppet One will ask the students why there are so many kinds of jobs. Puppets will ask students to identify adult jobs of family members, of school workers and of community workers. The counselor will write the jobs on the board. The counselor will later write the jobs on index cards or sentence strips to be used in lesson 4. 3. Puppet Two will explain that different jobs are for people who like to do different 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will identify jobs. 2. Students will respond to questions asked. 3. Students will listen to the explanation, responding to any questions about the previous
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<p>things and activities, reminding them of the previous lesson’s discussion on likes and dislikes.</p> <ol style="list-style-type: none"> 4. The puppets will ask the students, “Did you know that you are on a career path?” When do you think you started your career path? (If the class does not appear aware that they are on a career path, counselor will offer further explanation.) 5. The puppets ask students, “What are some things you have learned since starting school? The counselor will write students ideas on the board. 6. The puppet will review the list of ideas and say, “Are these things a person might need when working at their job?” Would a teacher need these skills...banker, construction worker, police officer...? 7. The counselor distributes copies of the <i>Career Path</i> mini poster. Instruct students to look at the picture/icons on the left side of the poster. Explain that there are 6 different kinds of career paths, and that there are many jobs in each career path. 8. Introduce the six paths with the aid of the mini poster. The counselor will draw a circle on the board with career paths written in the middle. The counselor will draw six lines from it (see illustration under #8 on student involvement). Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order)... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path. 	<p>lesson’s discussion that might be asked.</p> <ol style="list-style-type: none"> 4. Students will respond accordingly. 5. Students share things they have learned in school (reading, writing, math, listening, being a good friend, paying attention, etc.). 6. Students will review the list of skills and respond. The answer should be yes that all skills learned would be needed. Some skills would be used more than others at certain jobs. 7. Students will review the career path poster, and listen to the examples. 8. When the copy of the poster is distributed, the students will review the paths as the counselor/puppets are talking about each career path. <div style="text-align: center;">  <p>The diagram consists of a central circle with a smaller square inside it containing the text 'Career Paths'. Six lines radiate from the outer edge of the circle to six different labels: 'Health Path' (top-left), 'Business Path' (top-right), 'Creative Path' (right), 'Nature Path' (bottom-right), 'Fixing/Building and Technology Path' (bottom-left), and 'Helping Path' (left).</p> </div>
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<p>9. The puppets explain that they will continue to talk about the six career paths during the next lesson. The counselor asks students to write the name on the poster and collects the poster for the next lesson.</p>	<p>9. Students write their name on the poster and hand it in to the counselor.</p>
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Teacher Follow-Up Activities

Teacher will post the career path poster in the classroom.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.



Unit #1 Title: Developing Awareness of Work and Workers	
Lesson Title: Traveling the Career Paths (Part 2)	Lesson: 4 of 4
Grade Level: K	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.C.OK: Recognize that all work is important.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Posters of the 6 career paths</i> <i>Career Paths</i> posters & <i>Career Paths</i> mini poster from Lesson 2 Student generated list of jobs (on index cards from Lesson 2 & 3) Same two puppets from previous lessons Blank Index Cards (5x7) or sentence strips Board Space for each Career Path Musical Selection on tape or CD</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 6. Discover and evaluate patterns and relationships in information, ideas and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies

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Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to

		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify two jobs and share one reason why each job is important to the world of work.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Performance Task: Students (as a class) will match job with the most appropriate career paths using job list on board or career cards as “starters”. Students will be encouraged to add other jobs to the career paths.

Lesson Preparation

Essential Questions:
 Why is it important for us to know where we are going when we get up in the morning? If we don't, what might happen?
Engagement (Hook): Put on some music. Have students form a train or line in the classroom behind the counselor. Start walking around the room in a train form. Say we are making a path in our classroom. Indicate different locations in the room and then take the train of students in that direction (Example: We are making a path to the bookshelf). When the song finishes explain to the students that you just made a path to different places in the room. Just like when people decide what job they want and then they have follow different paths to get there.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. The counselor will distribute the <i>Career Path</i> mini poster from the last class. Using the same procedure from the last class, the counselor will draw a circle on the board with career paths written in the middle of the circle. The counselor will draw six lines from it (see illustration under #1 on student involvement).</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will review the career path poster, and listen to the examples.</p>
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<p>Write one of the six career paths at the end of each line and explain the meaning of each Example: Start with Business Path (People who like to work with numbers and be organized.) Continue to introduce the career paths and pictures on the poster (in order).... Creative Path, Nature Path, Fixing/Building and Technology Path, Helping Path and Health Path.</p> <p>2. Discuss the Icon symbols on the <i>Career Path</i> mini poster and share what the symbol represents for that career path. The counselor will return each student’s copy of the mini-poster from Lesson 2. Say, “Hold up you hand if you remember how many career paths there are. Distribute the poster to students. Hint: If you don’t remember, look at the pictures on the Left side of the mini-poster.</p> <p>3. Puppets will ask, “Which career path is the most important?” If students do not respond with “all,” puppets will tell the class that EVERY career path is important and discuss why all jobs are important. Give an example: “If we didn’t have doctors what would happen?” If we didn’t have farmers what would happen?”</p> <p>4. Counselor will review the job titles listed during Lesson 2 and ask students to name jobs they observed people doing since that lesson. New cards will be made and added to the set of career cards. The puppets tell students they are going to play the “Career Path Game”. Several students will be selected to draw Career Cards. The counselor will read the job title and the student will identify a possible career path for that job.</p>	<div data-bbox="836 191 1435 630" data-label="Diagram"> </div> <p>2. The students will review the symbols as the counselor/puppets are talking about each career path.</p> <p>3. Students will offer suggestions.</p> <p>4. Students will contribute new job titles.</p>
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<p>5. Write the name of one career path on each of the 6 poster boards, bulletin boards, or other display. Career Cards will be placed in columns under the appropriate career path.</p> <p>6. The puppets tell the students to take their Career Path Mini Posters home to discuss it with their parents or an adult at home. Suggest that the students ask their parents to help determine the career paths their parents' jobs fit into.</p>	<p>5. Students will play the game and respond with the appropriate career path. Classmates will assist in matching the jobs and career paths if needed.</p> <p>6. The students will take their mini poster, home and discuss the career paths with their parents or other adults at home.</p>
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Teacher Follow-Up Activities

Teacher will discuss the career path poster when they have speakers or guest in the room.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



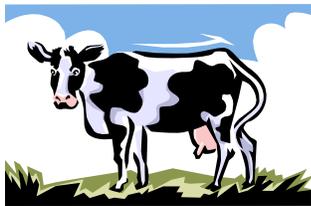


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***



Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



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COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Developing Awareness of Work and Workers Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.		SUGGESTED UNIT TIMELINE: 4 Lessons CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS: 1. What is work? 2. Why do people work?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. Students will identify at least two tasks they like to do at home and at school.		CD.7.A.0K: Identify likes and dislikes at home and school. CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. CD.7.C.0K: Recognize that all work is important.		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2 DOK Level - 2 DOK Level - 1
2. Students will identify at least two tasks they dislike at home and at school.		CD.7.A.0K CD.7.B.0K. CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

				SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
3. Students will identify all six career paths as a group and identify why they are important.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
4. Students will identify at least two workers in school and their career paths.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
5. Students will identify at least two family members and their career paths.		CD.7.A.0K. CD.7.B.0K CD.7.C.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1
6. Students will identify two jobs and share one reason why each job is important.		CD.7.A.0K. CD.7.B.0K		RF.K.2 RF.K.3 W.K.8 SL.K.1	CD A CD C	DOK Level – 2 DOK Level – 2 DOK Level – 1

		CD.7.C.0K		SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.1 L.K.4 L.K.5		
ASSESSMENT DESCRIPTIONS:						
Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See:					
2	Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do					
3	Lesson #2: Name That Career Path					
4	Lesson #3: Traveling the Career Paths (Part 1)					
5	Lesson #4: Traveling the Career Paths (Part 2)					
6						
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See:					
2	Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do					
3	Lesson #2: Name That Career Path					
4	Lesson #3: Traveling the Career Paths (Part 1)					
5	Lesson #4: Traveling the Career Paths (Part 2)					
6						
	Direct: <input type="checkbox"/> Structured Overview	Indirect: <input type="checkbox"/> Problem Solving	Experiential: <input type="checkbox"/> Field Trips	Independent Study <input type="checkbox"/> Essays	Interactive Instruction <input type="checkbox"/> Debates	

<input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3,4)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3,4) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls.1,2,3,4) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Work, Career Paths and Me!	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required: 20-30 minutes/each	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Jobs I Like At Home and School	
Materials/Special Preparation Required:	
Classroom Job Chart	
Flip Chart, Board, or Other Visual Media	
Markers	
“Sharing Circle” Ball	
Lesson #2: Career Paths In My Community	
Materials/Special Preparation Required:	
<i>Career Paths</i> mini poster	
Career Puppets (counselor’s choice)	
Paper, markers, pencils	
Set of <i>Career Path</i> posters	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs):	
CD.7.A.01: Identify strengths and interests at home and school. (DOK Level – 1)	
CD.7.B.01: Identify workers in the local community related to the six (6) career paths. (DOK Level - 2)	
CD.7.C.01: Explain the importance of jobs in the family and school. (DOK Level – 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development:	
C: Students will understand the relationship between 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 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
X	Fine Arts

Unit Essential Questions:

<p>What are jobs?</p> <p>Why jobs important?</p>
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Unit Measurable Learning Objectives:

<p>The student will be able to identify personal strengths and interests related to one home activity and one school activity.</p> <p>The student will be able to identify six community workers and how their jobs match each of the six career paths.</p> <p>The student will demonstrate the importance of jobs by identifying one job within the family and the school.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Lecture, Explicit Teaching)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Surveys)</p> <p><input type="checkbox"/> Independent study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Discussion, Cooperative Learning)</p>
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.</p>
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Brief Summary of Unit:

Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.

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 some knowledge of different jobs they do at home and at school.
Students will have some familiarity with the career paths.

<p>Unit #1 Title: Work, Career Paths and Me!</p> <p>Lesson Title: Jobs I Like At Home and At School Lesson: 1 of 2</p> <p>Grade Level: 1</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectations (GLEs): CD.7.A.01: Identify strengths and interests at home and school. CD.7.C.01: Explain the importance of jobs in the family and school.</p> <p>American School Counselor Association (ASCA) National Standard: 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.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Classroom Job Chart Flip Chart, Board, or Other Visual Media Markers Sharing Circle Ball</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies.

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying one job within the family and the school.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will identify personal strengths and interests related to one home activity and one school activity.
 The student will demonstrate the importance of jobs by identifying a job within the family and/or the school.

Lesson Preparation

Essential Questions:

1. Why do people have jobs at home or school?
2. What would happen if people didn't have jobs?

Engagement (Hook):
 Look at the classroom job chart. Name each job, and ask the students to give a "thumbs-up" if they would like to do the job. Ask the students, "Which jobs do you do well in the classroom? Are there some classroom jobs that interest you more than others?"

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook, summarize what the students have said; noting jobs that individuals mentioned as being jobs they would do best (e.g. Mario and Sarah said they would be able to do the job of librarian really well since they like to visit the library. I noticed that they gave the librarian a “thumbs-up” when I asked what jobs you would like.). Tell the students that things we can do really well are called “strengths.” 2. Ask, “What is an interest?” Does an interest have to be strength of person? Is there a difference between strength and an interest? The classroom jobs you gave a “thumbs up” rating are interests you indicated you’d like to do the job.” 3. Ask students to form a circle. The counselor says, “This is our <i>Strength/Interest Circle</i>.” To reinforce the concept of “strength and/or interests,” ask each student to tell one strength and one interest at school or at home. Give some examples, if necessary (examples: My strength is helping others in my family. I’m interested in reading books at school. I’m interested in finding out new things). 4. On the flip chat (or other visual aid) write “Our Jobs at Home”. Create a home job chart using suggestions from the students. The counselor will write the suggestions on the chart. 5. Name each job and ask students to give a “thumbs-up” if they like the job. Ask 3 or 4 students to tell what they like about those jobs. After reviewing the list, make the connection between what they like to do/ are 	<ol style="list-style-type: none"> 1. Students will listen. 2. Students’ possible responses: “An interest is something I like to do or want to know more about.” “A person doesn’t have to be good at something for it to be an interest. You may have an interest in baseball, but your strength may not be that sport.” “Your interest may be working at the computer and your strength may be computer games.” 3. Students will form a circle in the classroom and sit on the floor. Students will pass a Sharing Circle Ball around and take turns telling what a personal strength/interest is of theirs when the ball comes to them. 4. Students will offer suggestions of jobs at home. 5. Students will give a “thumbs-up” to indicate if they like a job and identify one or two “things” they like about the job.

<p>interested in doing and what they are good at doing.</p> <p>6. Looking at the 2 job charts (classroom and home), ask the students which jobs are important. What would happen in the classroom if we didn't have people to do the jobs? Example: Paper Passer: If we didn't have the paper passer everyone would get up at once and to get paper, or the teacher would have to take time out of the lesson to pass out all of the papers and lose learning time. What would we see if the job of paper passer was done well? Follow this up by explaining that we would recognize this as being a person's strength. What would happen at home if people didn't do their jobs? Example: If someone didn't do the job of washing the dishes then there would be dirty dishes stacked all over the cabinets.</p> <p>7. Summarize the lesson by stating that people have different strengths and interests which help them do their jobs well. Reinforce that all jobs are important to help our homes and schools "run smoothly."</p> <p>8. Close lesson with a "Sharing Circle": Using the Sharing Circle Ball, ask students to tell the class one idea they will remember about interests or strengths or job (Remember: 1st graders need help staying focused on topic.</p>	<p>6. Students will generate responses indicating:</p> <ul style="list-style-type: none"> • Consequences of no one doing a specific job. • Using strengths to do a job well. • Consequences of no one doing jobs at home. <p>7. Students will give final thoughts if asked.</p> <p>8. Students will share ideas.</p>
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Teacher Follow-Up Activities

When the teacher assigns classroom jobs, she/he might reinforce the strengths and interests that students are bringing to those tasks.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Work, Career Paths and Me!	
Lesson Title: Career Paths in My Community	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.01: Identify workers in the local community related to the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: Career Development: C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Career Paths</i> mini poster Career Puppets (counselor’s choice) Paper, markers, pencils Set of <i>Career Path</i> posters</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
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.

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six community workers and how their jobs match each of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will match six community jobs/careers with the appropriate Career Path.

Lesson Preparation

Essential Questions:
 1. Why do we need workers in our community?

Engagement (Hook):
 Counselor begins by giving clues of an easily identifiable community job, making sure that each clue relates back to the descriptors within a career path (i.e. I am a helping person. I like to work with people. I give medicine to people when they are sick. Who am I?) A job from each career path should be included.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook activity, counselor/puppets explain that the jobs they just identified are all in separate career paths. The counselor will post the <i>Career Paths</i> mini poster at the front of the room. 2. The counselor asks students to put on “memory caps” and recall what they remember /know about the career path there are 6 different career paths; there are many jobs in each career path. Counselor/puppets will introduce the six career paths using the descriptions on the posters. 3. The counselor asks students, “What skills have you learned since starting school?” The counselor will write the students’ ideas on the board. “Did you know you started on your career path the first day you started preschool or Kindergarten?” Counselor explains the connection between what they are learning/have learned at school and the world of work. When you were in Kindergarten you learned about strengths and interests. Think about the things on our list you like or do well.... What workers are required to use the skills you like or do well in their work every day? Ask volunteers to answer. Did you know you can turn your interests into skill strengths if you want to! Say, “I’d guess that you are better at some of the skills than you are at others AND that you like to do some of the activities on the list more than you like to do others. If this is true for you, smile or give a “thumbs-up”. 4. The counselor will divide students into 6 groups. Each group will be given a large piece of paper and assigned one career path for which they draw pictures of jobs in that career path. The counselor says, “Today 	<ol style="list-style-type: none"> 1. Students offer suggestions to answer the “Who am I” questions. 2. A student will be selected to post each <i>Career Path</i> mini poster at the front of the room as each career path is described. 3. Students take turns contributing ideas to the list (Ideas: Reading, writing, math, getting along with others, listening, sitting still, etc.). 4. Students respond with the counselor’s assistance. The students’ job in the company is to work together by sharing ideas and materials to complete the illustrations for the assigned career path.

<p>your job is working with a career path company, which promotes jobs in your assigned career path. You are to work with other people in your company to illustrate jobs in your assigned career path.” Bonus: Include the importance of each job.</p> <p>5. Each group will show illustrations to the class to indicate jobs represented in the assigned career path.</p> <p>6. Closure: Ask students to identify a skill strength required of one worker in one career path.</p> <p>7. Career path illustrations will be displayed in the classroom or in the hallway.</p>	<p>5. Groups will share illustrations with the class.</p> <p>6. Students will state the job title and one skill strength (e.g. A veterinarian has to have lots of skill strength in measuring so he or she will give the right amount of medicine to my horse.)</p>
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Teacher Follow-Up Activities

The teacher may want to keep the career path posters posted in the classroom. As jobs are mentioned in the course of instruction, the teacher can ask what career path each job matches.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



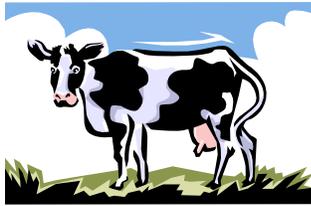


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





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***People who like to work outdoors
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with people to help make things
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Health Path

(Health Services)

***People who like to care for animals
and people.***



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Work, Career Paths and Me!		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What are jobs? 2. Why jobs important?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will be able to identify personal strengths and interests related to one home activity and one school activity.		CD.7.A.01: Identify strengths and interests at home and school. CD.7.B.01: Identify workers in the local community related to the six (6) career paths. CD.7.C.01: Explain the importance of jobs in the family and school.		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1 DOK Level – 2 DOK Level – 2
2. The student will be able to identify six community workers and how their jobs match each of the six career paths.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2

				L.1.6		
3. The student will demonstrate the importance of jobs by identifying one job within the family and the school.		CD.7.A.01 CD.7.B.01 CD.7.C.01		RF.1.2 RF.1.3 W.1.8 SL.1 SL.2 SL.3 SL.4 SL.6 L.1.1 L.1.4 L.1.5 L.1.6	CD C	DOK Level – 1 DOK Level – 2 DOK Level – 2
ASSESSMENT DESCRIPTIONS*:						
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See: Lesson #1: Jobs I Like At Home and School Lesson #2: Career Paths In My Community					
	Direct: <input type="checkbox"/> Structured Overview <input checked="" type="checkbox"/> Lecture (Ls. 1, 2) <input checked="" type="checkbox"/> Explicit Teaching (Ls 1) <input type="checkbox"/> Drill & Practice	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2)	

Grade Level/Course Title: 1 / Unit Template_CD7-Gr1-Unit 1-Work, Career Paths and Me
 Course Code: Career Development

<input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls.1,2)	<input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls.1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1,2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

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:

New Things to Learn and Explore Activity Sheet

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 *Career Path* Posters

Connecting School Skills to the Career Paths Activity Sheet

Flip Chart, Board or Other Visual Media

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 for Helping our Community activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.02: Identify new activities and interests to explore. (DOK Level - 1)

CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.(DOK Level - 2)

CD.7.C.02: Explain the importance of jobs and workers in the community. (DOK Level - 2)

American School Counselor Association (ASCA) National Standard:

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)

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 Essential Question:

What is the relationship between strengths, interests, and careers?

Unit Measurable Learning Objectives:

<p>The student will identify at least two new activities and interests to explore.</p> <p>The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.</p> <p>The student will list at least three reasons that jobs and workers are important in the community.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Guided & Shared – reading, listening, viewing, thinking)</p> <p><input type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential (Narratives)</p> <p><input type="checkbox"/> Independent study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming)</p>
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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

Brief Summary of Unit:

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.

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, *New Things to Learn and Explore*.

Knowledge of Christopher Columbus

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

<p>Unit #1 Title: Making Connections</p> <p>Lesson Title: Connecting The Dots: Activities/Interests to Careers Lesson: 1 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectation (GLE): CD.7.A.02: Identify new activities and interests to explore.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>New Things to Learn and Explore</i> Activity Sheet <i>Career Paths</i> Mini Poster (copy for each student)</p>

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
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measureable Learning Objective:

The student will identify at least two new activities and interests to explore.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Work Sample and Performance Task: Students will complete the first and second sections of the Activity Sheet “New Things To Learn and Explore.” Students will then identify the Career Path(s) that will link them to careers using the link between those activities and interests.

Lesson Preparation

Essential Questions:

How are your strengths, interests, and future career connected?

Engagement (Hook):

Hold up your hand if you have done a “connect the dots” activity. When connecting the dots what did you discover? Let’s think about Christopher Columbus, the famous explorer. What kinds of interests/activities do you think he had/liked to do? What career path do you think Christopher Columbus followed? His interests/activities led him to be an explorer. Today, each of you is going to be an explorer.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Begin by using the “hook.” Ask: What is an explorer? What will you do as an explorer?	1. Students will offer suggestions about what interests/activities they think Christopher Columbus might have had (e.g. Reading maps, boats, traveling to new places). <ul style="list-style-type: none"> • Volunteer definitions of “Explorer” • Volunteer descriptions of activities they will do as an explorer.
2. Ask students to reflect on last year’s discussion of their strengths and interests.	2. Students volunteer meaning/examples of strengths/interests.
3. Counselor will ask for a volunteer to explain what an “interest” is, and what an “activity” is. Counselor will ask, “How is an activity different from an interest?” Explain that an interest is something you like to do or you want to learn more about, for example: “I’m interested in reading.” “I’m interested in building things.” Explain that an activity is something that you participate in at school, home or in the community. You can do this	3. Students volunteer to answer and invite others to volunteer.

<p>on your own or in a group. Ask students to give examples of activities that they are currently involved in. Say, “We can connect our interests and strengths to our choices of activities. For example, I am reading all the _____ books (activity) because I’m a good reader (skill strength) and am curious about _____ (interest).”</p> <p>4. Counselor will give each student the activity sheet, <i>New Things to Learn and Explore</i>. Counselor will instruct students to put their thinking caps on and think about what kinds of activities they might like to learn. Counselor will remind students that a person doesn’t necessarily have to be good at an activity to learn it, but it’s important to be interested in learning. Counselor will instruct students that some examples of activities to learn might include swimming, dancing, riding a bike or baseball.</p> <p>5. Counselor will instruct students to complete the first two section of activity sheet by writing two activities and two interests that they will explore.</p> <p>6. Counselor will distribute copies of the <i>Career Path</i> mini poster to students. Instruct students to turn over the activity sheet while they review the six career paths. (Students will match each activity and interest with the appropriate career path.)</p> <p>7. Counselor will review the lesson by stating, “Being an explorer means trying new things. As you grow older, you will be learning and trying lots of new things that will lead you to future jobs and careers: What did you learn today about exploring new things. During our next lesson, we will be connecting the dots between academic (school) skills and career paths. Observe workers: look for the school skills they use.</p>	<p>4. Students will listen to the instructions.</p> <p>5. Students will write their responses to the first two on the worksheet.</p> <p>6. Students will write their responses on the worksheet. If time allows, students can work in pairs/groups on matching activities/interests to career paths.</p> <p>7. Students will listen and volunteer to tell one “thing” they learned.</p>
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Teacher Follow-Up Activities

Teacher may follow up by having the students brainstorm what specific kinds of jobs match the students' listed activities/interests and the career paths.

Counselor reflection notes (completed after the lesson)

Name _____

New Things to Learn and Explore

Write at least two new activities that you will learn how to do:

1. _____

2. _____

3. _____

4. _____

Write at least two new interests that you will explore:

1. _____

2. _____

3. _____

4. _____

These are the Career Paths that my new activities and interests might lead to:

1. _____

2. _____

3. _____

4. _____

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



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People who like to figure out how things work and build things.



Helping Path

(Human Services)

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Health Path

(Health Services)

People who like to care for animals and people.



Unit #1 Title: Making Connections	
Lesson Title: Connecting The Dots: Linking Academic Skills to the Career Paths	Lesson: 2 of 3
Grade Level: 2	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths.	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<i>Career Paths</i> mini poster Set of <i>Career Path</i> Posters <i>Connecting School Skills to the Career Paths</i> Activity Sheet Flip Chart, board, or other visual media Markers

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	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two academic skills necessary for workers in the 6 career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Student Work Sample: Students will complete a worksheet that matches academic skills to corresponding career paths.

Lesson Preparation

Essential Questions:
 Why are certain skills necessary for a person to be successful at certain jobs?
Engagement (Hook): “Teacher Interview”
 Ahead of time, ask the classroom teacher (or some other staff member) to participate in the “hook.” In front of the class, remind the students that you have been talking about career paths. Ask the teacher what subjects/skills she/he learned in elementary schools that have helped him/her to become a good teacher. The teacher will briefly discuss the pertinent subjects/skills. Ask students what career path a “teacher” fits. Thank the teacher for his/her participation, and go on with the lesson.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> After the “hook”, the counselor will remind the students that they are on their path to a career, saying, “When did you start your career path/journey? What skills and subjects are you learning now or have learned previously to help you with your career path/journey.” The counselor will record answers on board, flip chart, or other visual media. The counselor will review the <i>Career Path</i> Mini Poster with the students and instruct students to select subjects/skills from the list generated by the students in step 1 and identify the career path they think these skills/subjects belong in. Make the point that these subjects/skills can fit in many of 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will respond that they started their path to a career in preschool or kindergarten. Students respond with ideas using board, flip chart or other visual media. Students will volunteer ideas. (reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)
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the career paths.	
3. The counselor will pass out the activity sheet, <i>Connecting School Skills to the Career Paths</i> , and read the instructions.	3. Students will complete the activity sheet - individually or in small groups/pairs.
4. When the students have finished, the counselor will facilitate students' self-assessment of their work making sure they addressed each career path.	4. Students will rethink, revise, refine/reflect about their work results as needed.
5. The counselor will conclude the lesson by asking the students to state one new idea they learned about how school subjects/skills relate to career paths.	5. Students will state one new idea learned.

Teacher Follow-Up Activities

The teacher will post the *Career Path* mini poster in the classroom. In the course of various lessons, the teacher might ask how their activities relate to the career paths.

Counselor reflection notes (completed after the lesson)

Name _____

Connecting School Skills to the Career Paths

Look at the list of skills and school subjects below. Write the skills and subjects that belong in each career path box (next page).

Hint: The same skill or subject may fit in several paths.

Subjects

Reading

Spelling

Writing

Music

Computer literacy

Social Studies

Mathematics

Science

Physical Education

Health

Visual Arts

Skills

Following Rules

Listening

Finishing Work on Time

Working as a Team Member

Taking Turns

Respecting Others and Self

Problem Solving

Asking Questions

Encouraging Others

Creative Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Health Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Helping Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Business Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Fixing/Building Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Nature Path <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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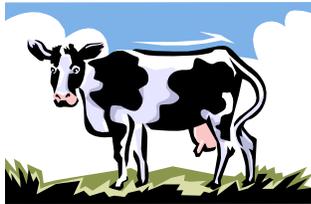


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and people.***



<p>Unit #1 Title: Making Connections</p> <p>Lesson Title: Connecting the Dots: Workers and Their Importance Lesson: 3 of 3</p> <p>Grade Level: 2</p> <p>Length of Lesson: 20-30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals</p> <p>Grade Level Expectation (GLE): CD.7.C.02: Explain the importance of jobs and workers in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Pictures of places that depict well kept vs. not well kept; jobs done and not done (CAUTION: Avoid using photos of homes and other personal belongings) Examples might be polluted streams vs. clear streams, littered vs. clean land (clean vs. dirty restaurants) <i>Thank You For Helping Our Community!</i> activity sheet Pencils; Envelopes; Stamps List of Names/Addresses of Community Workers Flip Chart, Board, or Other Visual Media</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
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Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Objectives:

The student will list at least three reasons jobs and workers are important in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Work Sample: Each student will write a friendly letter to a community worker expressing appreciation for the work they do and their importance to the community.

Lesson Preparation

Essential Questions:
 What would our community look like if there were no people to do the jobs?
Engagement (Hook):
 Show the class two contrasting pictures. One picture shows a polluted street and one with a clean street. Ask the students if they can name the community worker that is not doing his/her job well.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. After the “hook,” the counselor will instruct students to generate a list of important jobs in their community. Counselor will record answers. 2. Counselor will facilitate a discussion on the importance of each job (listed) to the community. The counselor will erase one job and discuss what would happen if this job didn’t exist in the community. 3. Counselors will facilitate a discussion of why it is important that all workers know how valuable their work is to the community. 4. The counselor will review the elements of friendly letters. Students will write a thank you letter to one of the workers the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will list jobs. 2. Students will offer ideas. 3. Students will participate in discussion. 4. Students will choose a worker/job and write a thank you letter.
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<p>job list. The letter will also explain why the job is so important to the community. The counselor may need to lead a discussion about what words of appreciation might be included in a thank you letter. (See <i>Thank You for Helping our Community</i> activity sheet.)</p> <p>5. The counselor will instruct students on how to mail the letter. The counselor will have a phone book in the room for students to look up addresses. An example of how to complete an envelope will be available to the students. Counselor will arrange for cost of postage and arrange for mailing letters.</p>	<p>5. Students will address envelopes.</p>
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Teacher Follow-Up Activities

If community workers respond to thank you letters, the teacher will share letters with the class. This would be a good time to invite a postal carrier to talk with students about his or her job.

Counselor reflection notes (completed after the lesson)



Thank You for Helping Our Community!

Thumbs Up to You

Date: _____

Dear _____,

Body: We are studying workers and career paths. You work as a _____,
which fits in the _____ Career Path. I have observed these workers doing
_____, _____, _____
for our community. I want you to know that I appreciate ...

Thumbs-Up and Thank You for doing your job well.

Student's Name

School

City, State, Zip Code

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

UNIT DESCRIPTION: Making Connections		SUGGESTED UNIT TIMELINE: 2 Lessons				
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.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
1. What is the relationship between strengths, interests, and careers?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify at least two new activities and interests to explore.		CD.7.A.02: Identify new activities and interests to explore.		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the world of work.	DOK Level - 1
		CD.7.B.02: Identify the academic skills necessary for workers in the six (6) career paths. CD.7.C.02: Explain the importance of jobs and workers in the community.		L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6		DOK Level - 2 DOK Level - 2
2. The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2

				L.2.4 L.2.5 L.2.6		
3. The student will list at least three reasons that jobs and workers are important in the community.		CD.7.A.02 CD.7.B.02 CD.7.C.02		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2
<p>ASSESSMENT DESCRIPTIONS*: The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment. 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. 						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers					

2	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths				
3	Lesson #3: Connecting the Dots: Workers and Their Importance				
	<p>Direct:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3) 	<p>Indirect:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure 	<p>Experiential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input checked="" type="checkbox"/> Narratives (Ls. 1,2,3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys 	<p>Independent Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers 	<p>Interactive Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3) <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

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

Board, flip chart, or other visual media

Pencil or 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

Board, flip chart, or other visual media

Pencil or 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

Board, flip chart, or other visual media

Pencil or 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 and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals. (DOK Level - 3)

CD.7.B.03:	Compare and contrast the academic skills required of workers in the six career paths. (DOK Level – 3)
CD.7.C.03:	Recognize the contributions made by all workers to the school and community. (DOK Level – 2)
American School Counselor Association (ASCA) National Standard:	
Career Development:	
C. Students will understand the relationship between training and the world of work.	

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 2. Discover and evaluate patterns and relationships in information, ideas and structures.
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 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	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	<ol style="list-style-type: none"> 6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>Why do people set goals?</p> <p>What happens when someone reaches a goal?</p> <p>How is what you learn at school useful in a career?</p>

Unit Measurable Learning Objectives:

The student will list the steps to setting short-term and long-term goals.
The student will apply the steps by writing and evaluating progress toward goals.
The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.
The student will list at least two contributions of specified workers to the school or community.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview)
 Indirect (Reflective Discussion)
 Experiential (Conducting Experiments)
 Independent study
 Interactive Instruction (Brainstorming)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers 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 and 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.

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

Unit #1 Title: Targeting Careers
Lesson Title: My School Goal (Part1) Lesson: 1 of 4
Grade Level: 3
Length of Lesson: 30 minutes sessions
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals
Grade Level Expectation (GLE): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.

Materials and Resources (include handouts or supporting documents)

“Step for Setting a Goal” Student Activity Sheet “Step for Setting a Goal” Teacher Goal Setting Mini Poster Pencil or chalk Board, flip chart, or other visual media

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

X	Goal 1: Gather, analyze and apply information and ideas
	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
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
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	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Decision making

Lesson Measurable Learning Objectives:

The student will list the steps to setting short- and long-term personal and educational goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will explain, orally and in writing the step-by-step process for goal setting.

Lesson Preparation

Essential Questions:
 Why do people set goals?
 What happens when someone reaches a goal?

Engagement (Hook):
 “Think about something you want to accomplish and imagine it 5 ft. in front of you. Take one step to get to the accomplishment. (They will find they can’t do it. Some students will fall down when they try to take a really large step.) What happened? Did you reach what you wanted to accomplish in one step? How would additional and specific directions from me have helped you get to your accomplishment? We’re going to talk about how it sometimes takes many steps to accomplish something in a short or long period of time.”

Procedures

<p>Instructor Procedure/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. “If you want to accomplish something, you have to know where you want to GO (Goal) and how you will get there (steps to your Goal).” Divide students into groups of four by counting off. The instructor explains that the students are going to brainstorm ideas together. “Who will explain what brainstorming means?” Brainstorming is when students come up with a variety of ideas to answer a question. <ol style="list-style-type: none"> a. The instructor asks students to brainstorm to answer the following: What is a goal? b. Students brainstorm the following: What 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students number off. Two or three students will explain the process of brainstorming to the class and get into their groups. <ol style="list-style-type: none"> a. Students will brainstorm what they think a goal is. Possible responses: <ul style="list-style-type: none"> • A goal is something a person wants to accomplish or improve. • Something I want to improve. b. Students brainstorm ideas on what a
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<p>are ideas for personal goals? What are ideas for educational goals?</p> <p>Personal Goal: A personal goal is something you want to learn or improve on in your life. Example: I want to improve my basketball skills: free throw shooting and vertical jump. Educational Goal: An educational goal is a goal you set to accomplish or improve on in school. Example: “I learn to say my multiplication facts really fast.”</p> <p>2. There are two types of Educational and Personal Goals: Short-Term and Long Term Goals. Brainstorm in small groups what short and long term goals mean.</p> <p>a. A short-term goal is a goal that can be Accomplished in a short period of time. Example: I will finish this before recess. Discuss other examples.</p> <p>b. A long-term goal is a goal that is worked on over an extended period of time. Example: This science project is due in three weeks. I will start on it by Friday. Discuss other examples.</p> <p>3. Introduce the steps in setting goals.</p> <p>a. Goal - Choose goal</p> <p>b. Discuss - Discuss the goal with the teacher or friend, if necessary.</p> <p>c. Plan - The student makes a step-by-step plan and writes it down.</p> <p>1) How do I start my goal?</p> <p>2) What will help me complete it?</p> <p>3) What actions will I take to reach my goal?</p> <p>d. Timeline - Set a timeline (beginning and ending date and time).</p> <p>e. Self-Assess – How will you check your goal.</p> <p>f. Evaluate- the students will evaluate their success at the end of the timeline.</p> <p>4. Students are given an Activity Sheet “The Steps For Setting a Goal” to write the step-</p>	<p>personal goal is and what an educational goal is:</p> <p>2. Discuss possible responses and write their responses on a piece of paper to share with the class. Groups share their ideas.</p> <p>3. Review steps in setting a goal:</p> <p>4. Students will complete the sheet and review the steps with the class to self-</p>
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<p>by step process for goal setting.</p> <p>5. Tell students to discuss in small groups what would happen if one of the steps in the process were left out.</p> <p>6. The instructor reviews the Activity Sheet “The Steps For Setting a Goal” and lets students know they will be completing a Goal Activity Sheet next week. The instructor asks students to think about a short-term educational goal over the next week that they would like to accomplish for their next session.</p>	<p>assess their ability to recall the steps.</p> <p>5. Students brainstorm and share ideas.</p> <p>6. Students spend the next week thinking about a short-term goal they might like to accomplish and the steps they would implement to accomplish that goal.</p>
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Teacher Follow-Up Activities

The instructor will give the teacher a mini poster on the step-by-step process of goal setting to review with the students during the week.

Counselor reflection notes (completed after the lesson)

Steps for Setting a Goal

Student Activity Sheet



THE STEPS FOR SETTING A GOAL

Name _____ Date _____

STEPS:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Steps for Setting a Goal

Teacher Mini Poster



THE STEPS FOR SETTING A GOAL

Steps:

1. Set Goal

Think about a goal and set a personal or educational goal.

2. Discuss

Discuss the goal with the instructor or a friend.

3. Plan

Make a step-by-step plan to accomplish the goal.

4. Set Timeline

Set a timeline for beginning and finishing each step toward the goal.

5. Self – Assess (Rethink-Revise/Refine-Reflect)

How will I check (evaluate) the effectiveness of my actions at each step toward accomplishing my goal?

6. Evaluate

How did I do at accomplishing my goal?

<p>Unit #1 Title: Targeting Careers</p> <p>Lesson Title: My School Goal (Part 2) Lesson: 2 of 4</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes sessions</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals</p> <p>Grade Level Expectations (GLEs): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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Materials and Resources (include handouts or supporting documents)

<p><i>My School Weekly Goal Sheet</i></p> <p><i>My Goal Sheet Student Mini Goal Sheet</i></p> <p>Board, flip chart, or other visual media</p> <p>Pencil or chalk</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
	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
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

	Respect	X	Goal Setting	X	Decision making
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Lesson Measurable Learning Objectives:

The student will develop a plan for setting and achieving a short-term goal and monitoring his/her progress toward goals.

Lesson Formative Assessment (acceptable evidence):

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**
The student will complete a written plan of a short-term educational goal.

Lesson Preparation**Essential Questions:**

Why do some goals take a short time to complete, while others take a long time?

Why do people use short-term goals?

Why do people use long-term goals?

Engagement (Hook):

Put a trash can in the middle of the floor and wad up a piece of paper. Throw the paper toward the trash can and miss the can. The instructor asks students what s/he should do.

Should I give up? The students will say no, try again. The instructor tries again, but

misses. The instructor asks what s/he should do. The students will hopefully tell the

instructor to make another plan and move to a new spot. The instructor shoots a third time and makes the goal. Is this a short or long term goal? (short-term goal)

Procedures

Instructor Procedure/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. The instructor reviews the definitions of goal: short-term and long-term goals. A goal is something a person wants to accomplish or improve.</p> <p>Short and long term goals:</p> <ol style="list-style-type: none"> a. A short-term goal is a goal that can be accomplished in a short period of time. b. A long-term goal is a goal that is worked on over an extended period of time. <p>2. The instructor reviews the steps to setting a goal with the students. Refer to Activity Sheet “Steps for Setting Goals” in lesson 1.</p> <p>3. The instructor assists each student in developing a <u>short-term</u> educational goal sheet to complete by the next class session. Use the Weekly Goal Sheet. Remind the students that an educational goal is related to school.</p> <p>4. Once the plans are complete the instructor asks a few of the students to review their goal and plan with the class.</p> <p>5. The counselor gives each student a “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”.</p>	<p>1. Students share their ideas.</p> <p>2. Review the steps in setting goals.</p> <ol style="list-style-type: none"> a. Goal - Choose goal b. Discuss - Discuss the goal with the teacher or friend, if necessary. c. Plan - The student makes a step-by-step plan and writes it down. <ol style="list-style-type: none"> 1) How do I start my goal? 2) What will help me complete it? 3) What actions will I take to reach my goal? d. Timeline - Set a timeline (beginning and ending date and time). e. Self-Assess – How will you check your goal. f. Evaluate- the students will evaluate their success at the end of the timeline. <p>3. The students complete the goal sheet, and discuss their educational goal and plan with another student or the instructor.</p> <p>4. Volunteer share short-term goals and plans.</p> <p>5. Students agree to work on accomplishing their goal over the next week. The</p>

<p>Students are instructed to complete the top part of the mini goal sheet and tape it to his or her desk. This will help students keep track of their short-term goal success throughout the week. Students will work to accomplish their short-term Educational Goals by the next class session. They will evaluate their success at that time.</p>	<p>students will write their names, the date, and their short-term educational goals on their “Student Mini Goal Activity Sheet <i>My Goal Sheet</i>”. The students will tape to the Activity Sheet to the top of their desk as a reminder of their goal and mark their progress daily.</p>
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Teacher Follow-Up Activities

The teacher will remind students’ daily to review and work on accomplishing their short-term goal each day.

Counselor reflection notes (completed after the lesson)

MY SCHOOL GOAL
Weekly Goal Sheet



Name _____ Date _____

1) My goal is _____

2) My plan is:

- a) _____
- b) _____
- c) _____
- d) _____

3) When will I start and finish my goal?

Start date _____ Finish/check date _____

4) How will I evaluate myself (check)?

5) How did I do (evaluate)?

Student Mini Goal Sheet

<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 2px;">Mon.</th> <th style="padding: 2px;">Tues.</th> <th style="padding: 2px;">Wed.</th> <th style="padding: 2px;">Thurs.</th> <th style="padding: 2px;">Fri.</th> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="padding: 2px;">Mon.</th> <th style="padding: 2px;">Tues.</th> <th style="padding: 2px;">Wed.</th> <th style="padding: 2px;">Thurs.</th> <th style="padding: 2px;">Fri.</th> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
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Unit #1 Title: Targeting Careers	
Lesson Title: My School Goal (Part 3)	Lesson: 3 of 4
Grade Level: 3	
Length of Lesson: 30 minutes sessions	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Goals	
Grade Level Expectation (GLE): CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

<p><i>My Goal Sheet</i> <i>Student Mini Goal Sheet</i> <i>My School Goal Weekly Goal Sheet</i> completed during lesson 2 Board, flip chart or other visual media Pencil or chalk</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
	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
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance

	Respect	X	Goal Setting	X	Decision Making
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Lesson Measurable Learning Objectives:

The student will evaluate progress toward a goal.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will review his/her weekly goal sheet and evaluate the success of his/her actions toward accomplishment of his/her goal (self-assessment- Rethink-Revise/Refine-Reflect).

Lesson Preparation

Essential Questions:
 Why to people review and reflect on their goals?

Engagement: Think about how your day has gone so far today. Students will raise their hands as the counselor shares the words underlined words below.
 Feedback: Great...why? Okay...Why? Not good...Why? One or two students will explain why they rated their days as they did.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The instructor asks students to brainstorm in small groups of 4 or 5 and share their meaning of “evaluation.” Evaluation is like feedback...how did you do? 2. Students are given the weekly goal setting plan they completed during the last session to review and evaluate the success of their actions. 3. Students are asked to write their self-evaluation feedback on the plan they developed in lesson 2. 4. Instructor asks students to share their self-evaluation feedback in small groups and then asks a few students to share “learning” with the larger group. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students brainstorm their ideas in small group and share their ideas with the larger group. 2. Students self assess how they did with accomplishing their short-term goal after reviewing their Student Mini Goal Sheet that is taped to their desk. 3. Students evaluate their success using the following scale: <ol style="list-style-type: none"> a. I completed my goal. b. I improved my goal. c. I am still working on my goal. d. I didn’t do anything to accomplish my goal. 4. Students share their self-evaluation feedback and/or a “Idea” they learned.
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5. At the end of class the instructor asks students to continue to set short term goals for their schoolwork.	5. Students take a supply of mini goal sheets to continue to use in their goal setting.
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Teacher Follow-Up Activities

The instructor encourages the teacher to have students set weekly short-term goals using the mini goal sheet.

Counselor reflection notes (completed after the lesson)

Student Mini Goal Sheet

<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.						<p style="text-align: center;"><i>My Goal Sheet</i></p> <p>Name _____</p> <p>Date _____</p> <p>Goal 1 _____</p> <hr/> <p>Feedback before next session: Mark daily: 1. Did a good job 2. OK 3. Keep working</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="width: 20%;">Mon.</th> <th style="width: 20%;">Tues.</th> <th style="width: 20%;">Wed.</th> <th style="width: 20%;">Thurs.</th> <th style="width: 20%;">Fri.</th> </tr> <tr> <td style="height: 30px;"> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Comments: _____</p>	Mon.	Tues.	Wed.	Thurs.	Fri.					
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Unit #1 Title: Targeting Careers

Lesson Title: How Do They *DO* That? **Lesson:** 4 of 4

Grade Level: 3

Time Required: 30 minutes (may require 2 sessions to complete)

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
 CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths.
 CD.7.C.03: Recognize the contributions made by all workers to the school and community.

American School Counselor Association (ASCA) National Standard:
 Career Development:
 C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Job Picture Activity Sheet (cut up) or use Pictures of modern day local heroes and key figures in the school and community, representing all career paths (i.e. school principal, mayor, firefighter school nurse, etc.)
 Activity Sheet – *The Career of a Community Hero*
 Career Path Mini Poster (1)
 Career Paths Posters (6)

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	

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will compare and contrast the academic skills required of two workers on each of the six Career Paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will be able to identify, compare and contrast the academic skills that relate to different jobs/workers, and contributions of community/school workers as demonstrated by collaborative completion of: “The Career of A Community Hero.”

Lesson Preparation

Essential Questions:
 How is what you learn at school useful in a career?

Engagement (Hook):
 Show a picture of a super hero. Why is this person a super hero in the cartoons? Today we are going to talk about heroes in our community, what makes each one great, and how they contribute to our school or community.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Showing the career path mini poster (1) the counselor asks the students if they remember the 6 Career Paths that were introduced last year. Students are paired up and asked to list the names of the six Career Paths and then to describe each Path using examples of job titles and/or the major function of each Path. The Career Path Posters (6) are introduced and posted on the wall at the front of the class (Health, Business, Helping, Nature, Fixing, Building and Technology and Creative). Counselor asks the students: “What is a hero?” Counselor should emphasize that a 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students work together to recall the names of the six career paths and their description. Partners share their ideas with the class. Students contribute names of jobs in our community that would be considered
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<p>hero helps to make things better. Let's make a list of different types of community workers that would be considered heroes in our community. The counselor will write the list on the board.</p> <p>3. Group students in an even number of groups; and give each group 2 or 3 pictures from <i>the Job Picture Activity Sheet</i>. Three students in the group are selected to do the following group job:</p> <ul style="list-style-type: none"> • <u>Leader</u> – This person guides the discussion. The Leader should be a strong leader and not bossy. • <u>Recorder</u> – This person takes notes for the group. The Recorder should be a good note taker to record the answers to the questions listed on <i>The Career of a Community Hero</i>. • <u>Reporter</u> – This person reports out information to the class. The Reporter should be good at sharing information with a large group. Group members will consider personal strengths of each group member to select roles. Encourage students to volunteer for roles...and to “try out” roles in which they are interested and have not yet developed the skill. <p>4. When students are finished answering the questions on the activity sheet for each picture/job, each group Reporter will share the pictures of their heroes, and explain why she or he is a hero. What school subjects added to their greatness, and what's the person's contribution is to his/her school/community?</p> <p>5. Each group will select one picture as the group's favorite hero. Groups are then paired to compare and contrast the academic skills used by their heroes.</p> <p>6. The Leader for each group will explain the comparison exercise.</p>	<p>local heroes (e.g. teachers, doctors, nurses, firefighters, police officers)</p> <p>3. Groups assign the roles of group members.</p> <p>4. Students discuss the 4 questions for each of their heroes in the pictures, coming to consensus on responses. A spokesperson (Reporter) for each group will present the group's information to the rest of the class.</p> <p>5. Reporters take notes for each group's discussion.</p> <p>6. Class listens as the Leaders for each group presents their comparisons.</p>
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7. In conclusion, ask each group to identify one important point they learned from this activity.	7. Previous Reporters for each group will share the group's new learning with the class.
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Teacher Follow-Up Activities

As they teach different subjects, teachers could ask the students what types of careers would use this subject area.

Counselor reflection notes (completed after the lesson)

The Career of a Community Hero

Name of Career _____

Answer the questions below about this job.

1. What makes this person a hero in our community?

2. What school subjects added to the hero's greatness?

3. What is this hero's contribution is to the school/community?

4. What Career Path does this job fit? _____

The Career Paths are:

Creative Path



Helping Path



Business Path



***Fixing, Building
and Technology Path***



Health Path

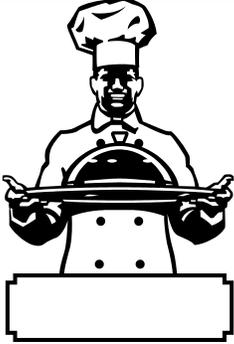


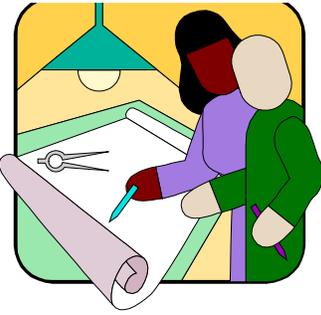
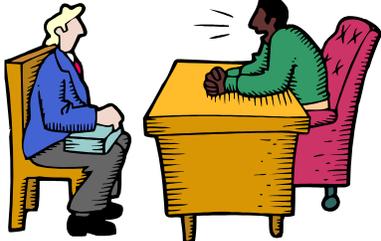
Nature Path



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bus Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 <p>Chef</p>	 <p>House Keeper</p>	 <p>Lawn Care Person</p>
 <p>Bricklayer</p>	 <p>Receptionist</p>	 <p>Pediatrician</p>
 <p>Physical Therapist</p>	 <p>Pet Groomer</p>	 <p>Construction Worker</p>
 <p>Veterinarian</p>	 <p>Carpenter</p>	 <p>Gas Station Attendant</p>

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Zoo Keeper</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



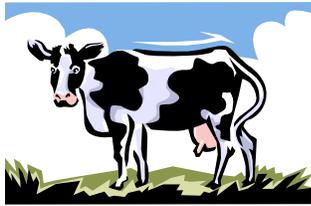


Creative Path

(Arts & Communications)

People who like to draw, write, or perform.





Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***





Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Targeting Careers</p> <p>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 and 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.</p>		<p>SUGGESTED UNIT TIMELINE: 4</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are goals? 2. Why do people set goals? 3. How is what you learn at school useful in a career? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list the steps to setting short-term and long-term goals.		CD.7.A.03: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3
		CD.7.B.03: Compare and contrast the academic skills required of workers in the six career paths.		L.3.4 L.3.5 L.3.6		DOK Level - 3
		CD.7.C.03: Recognize the contributions made by all workers to the school and				DOK Level - 2

		community.				
2. The student will apply the steps by writing and evaluating progress toward goals.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
3. The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
4. The student will list at least two contributions of specified workers to the school or community.		CD.7.A.03 CD.7.B.03 CD.7.C.03		RF.3.3 W.3.8 SL.3.1 SL.3.2 SL.3.6 L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
<p>ASSESSMENT DESCRIPTIONS*: At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.</p> <p>The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	__x__ Direct					

	<input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?				
	<u>Direct:</u> <input checked="" type="checkbox"/> Structured Overview (Ls. 3) <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments (Ls. 1) <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 4) <input checked="" type="checkbox"/> Cooperative Learning (Ls.1) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Finding My Place In The Community

Grade Level: 4

Number of Lessons in Unit: 2

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: Where do I Fit?

Materials/Special Preparation Required:

Where Do I Fit Activity Sheet

Career Path Mini Poster

Job Picture Activity Sheet (Pictures of Community Workers)

Lesson #2: Information, Please!

Materials/Special Preparation Required:

For “hook”: map, travel books, hotel guide, etc.

Career Path Mini Poster

Job Picture Activity Sheet

Job Research Activity Sheet (A Job I am Interested in Finding Out More About...)

Computer or computer lab

Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb* (www.coin3.com) or Career exploration books, such as *Children’s Dictionary of Occupations* (Hopke and Parramore, Meridian Education Corporation), **or** Local Speaker in the Community

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.04: Compare interests and strengths with those of workers in the local community. (DOK Level - 3)

CD.7.B.04: Identify school and community resources available for exploration of the six career paths. (DOK Level - 1, 2)

CD.7.C.04: Recognize the contributions of all jobs to the community. (DOK Level - 2)

American School Counselor Association National Standard (ASCA):

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)

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	
Fine Arts	

Unit Essential Questions:

How does understanding one’s interests and strengths relate to career exploration? Why is researching a career important in the career decision-making process?
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Unit Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community. The student will identify and “sample” two school and community resources that are available for exploration of the six career paths. The student will identify two contributions of five jobs in the community.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Demonstration, Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential (Field Observation) <input type="checkbox"/> Independent Study <input checked="" type="checkbox"/> Interactive Instruction (Panels, Discussion)
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Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete the Activity Sheet “Where Do I Fit?” Inventory. Individual results will be used to compare personal preferences to the six career paths and match preferences to possible careers.

Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

Brief Summary of Unit:

This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work.

Students will complete a checklist that identifies their preferences for working conditions.

This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

Unit Goals:

CD.7.A.04: Compare personal and educational interests and strengths with those of workers in the local community.

CD.7.B.04: Identify and “sample” school and community resources that are available for exploration of the six career paths.

CD.7.C.04: Recognize the contributions of all jobs to the 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 require some knowledge of their individual career interests.

Age appropriate computer literacy

Vocabulary: career paths, preferences

Unit #1 Title: Finding My Place In The Community	
Lesson Title: Where Do I Fit?	Lesson: 1 of 2
Grade Level: 4	
Length of Lesson: 30 minutes each	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.04: Compare interests and strengths with those of workers in the local community. CD.7.C.04: Recognize the contributions of all jobs to the community.	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<i>Where Do I Fit?</i> Activity Sheet <i>Career Path Mini Poster</i> <i>Job Picture Activity Sheet</i> (pictures of community workers)
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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
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
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
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	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.
 The student will identify two contributions of five jobs in the community.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Work Sample: The student will complete an inventory indicating individual work preferences. Complete an inventory indicating individual work preferences to the work requirements and environments of workers in each of the six career paths. The student will identify at least five occupations that match their preferences AND two occupations that appear to not match their preferences. The students will conduct an exploration of one occupation that matches their work preferences and one occupation that does not.

Lesson Preparation

Essential Questions:
 How does knowing oneself better prepare a person for choosing rewarding career? How are people who have the jobs with the same job title, similar and different?

Engagement (Hook):
 Counselor asks: “Who thinks that they know themselves very well?” Students will raise their hands if they agree. Counselor explains that students will be doing a self-assessment, an exercise that will help them discover more information about themselves and their own strengths and interests. “On this exercise, there are no wrong answers...only right ones because they are personal to you.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will explain that it is important to know your strengths and interests lie because this knowledge helps each person make informed decisions for his/her own future. Counselor will distribute the <i>Where Do I Fit?</i> Activity Sheet. Provide time for students to read through the inventory and to ask questions. Students will be instructed to mark those items that most reflect what they like and can do well and their work preferences. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students listen. Students will complete the Activity Sheet and total their yes/no/maybe responses in each area.
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<p>3. When students are finished, the counselor will ask the students to look at the <i>Job Activity Picture Sheet</i> of community workers. Students will review at their chosen attributes, and will compare them to the attributes that they think specific community workers might use in the jobs pictured.</p> <p>4. The counselor will review the Career Path Mini Poster with the students. The students will use their knowledge of the career paths as a reference in identifying attributes.</p> <p>5. Counselor will guide students in developing a list of jobs that match students' preferences.</p> <p>6. The counselor will instruct the students to choose five community workers from the <i>Job Activity Picture Sheet</i> with whom they identify AND two occupations that do not match their preferences. The counselor will ask each student to briefly describe the contributions to the community of one worker whose work matches the student's preferences and one worker whose preferences are very different from the student. (The counselor may choose to do this activity with individual students or in small groups.)</p> <p>7. The counselor will ask each student to tell one new thing that they learned about him or herself during the lesson.</p> <p>8. Counselor will determine best method for retaining students' completed "Where Do I Fit" Activity Sheets. They will be in references in subsequent lessons and will provide a means of comparing "today" preferences with "tomorrow's" (in this case tomorrow means next year).</p>	<p>3. Students will compare their responses on the sheet to the attributes of local workers. They may use the Career Paths Mini Poster for assistance.</p> <p>4. Students will review the Career Path Mini Poster and use it as a reference when comparing attributes.</p> <p>5. Students will create a list: <ul style="list-style-type: none"> • This job appears to match me. • This job does not appear to match me. </p> <p>6. Students will choose five community workers from the <i>Job Activity Picture Sheet</i> with whom they identify AND two occupations that do not match their preferences. They will describe contributions to the community of one worker who "matches" and one who does not.</p> <p>7. Students will reflect and give their answers. Respond to: I learned _____ about myself.</p> <p>8. Students will turn in Activity Sheets.</p>
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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

NAME _____ GRADE _____

WHERE DO I FIT?

Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:

- a. _____ tools
- b. _____ animals
- c. _____ science
- d. _____ people
- e. _____ numbers
- f. _____ words
- g. _____ machines
- h. _____ musical instruments
- i. _____ computers
- j. _____ plants



2. Do you like to:

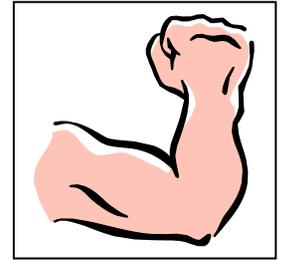
- a. _____ be outdoors
- b. _____ be inside
- c. _____ move around a lot
- d. _____ stay in one place
- e. _____ be with other people
- f. _____ spend time alone
- g. _____ make/fix things
- h. _____ talk to people



3. Do you think you would be willing to:
- a. _____ work 10 to 12 hours each day
 - b. _____ work very early in the morning
 - c. _____ work in the evening or during the night
 - d. _____ work on weekends, if necessary
 - e. _____ travel and be away from home a lot
 - f. _____ get a college education or more career training
 - g. _____ continue to learn new things throughout your career

4. Are you physically able to:

- a. _____ climb a ladder
- b. _____ stand on your feet for hours at a time
- c. _____ walk a lot
- d. _____ hear what others are saying
- e. _____ see clearly
- f. _____ use your eyes for close work for hours at a time



5. Could you:

- a. _____ sit in one place for hours at a time
- b. _____ work alone if you had to
- c. _____ work with other people
- d. _____ speak pleasantly regardless of how you feel
- e. _____ be pleasant to someone who is not pleasant to you
- f. _____ do the same thing repeatedly and still be accurate and quick
- g. _____ do many different things in the same day
- h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:

- a. _____ persuade other people to do what you want them to do
- b. _____ keep accurate records
- c. _____ follow written directions
- d. _____ follow oral directions
- e. _____ do a job as instructed
- f. _____ get your work done even if the boss is away
- g. _____ leave your personal problems at home



7. Are you willing to:

- a. _____be neat, clean, and dressed nicely while you are working
- b. _____be on time for work and have regular attendance on the job
- c. _____get your hands and clothing dirty
- d. _____wear a uniform
- e. _____work without pay while you are learning how to do your job
- f. _____work at a job that might be dangerous

8. Are you the kind of person who could:

- a. _____keep doing the same tasks over and over, and still do them well
- b. _____work with people who are in trouble and need your help
- c. _____work with people who are sick or injured
- d. _____make decisions and accept blame if they are wrong decisions
- e. _____give orders in such a way that others will follow them
- f. _____think up ideas and new ways of doing things
- g. _____remain calm in an emergency
- h. _____meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. _____you were in an open place high above the ground
- b. _____you were in a small closed-in space
- c. _____there was a lot of noise around you
- d. _____you were in a place that was smelly
- e. _____it was very hot
- f. _____it was very cold
- g. _____you had to work outside in the rain and snow
- h. _____you had to work under pressure

Number of "yes" answers: _____

Number of "no" answers: _____

Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path Mini Poster and figure out careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

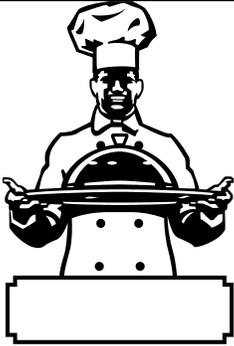
(Health Services)

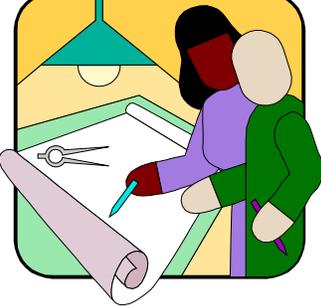
People who like to care for animals and people.



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bus Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 <p>Chef</p>	 <p>House Keeper</p>	 <p>Lawn Care Person</p>
 <p>Bricklayer</p>	 <p>Receptionist</p>	 <p>Pediatrician</p>
 <p>Physical Therapist</p>	 <p>Pet Groomer</p>	 <p>Construction Worker</p>
 <p>Veterinarian</p>	 <p>Carpenter</p>	 <p>Auto Mechanic</p>

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Animal Care Taker</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Unit #1 Title: Finding My Place In The Community	
Lesson Title: Information, Please!	Lesson: 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectation (GLE): CD.7.B.04: Identify school and community resources available for exploration of the six career paths.	
American School Counselor Association (ASCA) National Standard: 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.	

Materials (include activity sheets and/ or supporting resources)

<p>For “hook”: map, travel books, hotel guide Career Path Mini Poster Job Picture Activity Sheet Job Research Activity Sheet (A Job I am Interested in Finding Out More About...) Computer or computer lab Career exploration software, such as <i>Missouri Connections Junior Version</i> (www.missouriconnections.org), <i>Paws In Jobland</i> (Bridges.com), <i>Coin Climb</i> (www.coin3.com) or Career exploration books, such as <i>Children’s Dictionary of Occupations</i> (Hopke and Parramore, Meridian Education Corporation) or Local Speaker in the Community e.g. banker, human resource person, city sanitary worker</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
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	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measureable Learning Objectives:

The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Teacher Observation: The counselor will evaluate students on their use of the software and/or career resources. Their usage will demonstrate: ability to access software programs, access online age-appropriate resources, find and use print resources.

Lesson Preparation

Essential Questions:
 Why is it important to research careers? When will you know that you have enough information to make a decision about your career?
Engagement (Hook): Counselor stands in front of class holding a map or a travel guide. Counselor says: “If I were going to take a trip, what kinds of things would I need to get from here to there?” Counselor says: “A career path is a journey, as well. It leads us from here to there, in terms of a future career. Along our career journey, we will need lots of information to help us make the best decision for ourselves. Today, we are going to talk about some of the ways/places we can uncover career information.”

Procedures

<p>Instructors Procedures/Instructional Strategies:</p> <p>1. After the hook is shared and essential questions are asked, the counselor shares with students that there are many different resources to use for career exploration. <i>Note: This lesson plan is formatted using three difference options for accessing career resources.</i> <i>a. The first option is using computer software (Example: Missouri Connection Junior Version</i></p>	<p>Students Involvement/Instructional Activities:</p> <p>1. Students listen to the examples of different resources and share ideas about resources during essential questions.</p>
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<p>(www.missouriconnections.org), Career exploration software, such as <i>Paws In Jobland</i> (www.Bridges.com), <i>Coin Climb</i> (www.coin3.com).</p> <p>b. The second option is using a resource book for career exploration (Example: <i>Children’s Dictionary of Occupational Titles</i>).</p> <p>c. The third option is using guest speakers (community workers) as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.).</p> <p>2. Option 1: The counselor opens the <i>Jobland</i> Program. The counselor familiarizes the class with the icons used in the <i>Jobland</i> program. NOTE: Counselor will strive to have computers available for each student. Counselor will determine best way to ensure greatest hands on experience.</p> <p>3. The counselor selects a student to assist with the demonstration, clicking on the icon to begin the program. NOTE: This is an opportunity for those who may not have access to computers at home to gain experience.</p> <p>4. The counselor instructs the student to click on <i>Jobland</i>. Counselor tells students some general information about <i>Jobland</i>.</p> <p>5. The counselor selects another student to click on one of the buildings in <i>Jobland</i> (this can be counselor choice or student choice).</p> <p>6. From the pop up menu for that building, the student or counselor will read aloud the list of options. One option is selected.</p> <p>7. Steps 5 and 6 are repeated, as time allows.</p> <p>8. Counselor tells the class that there are 100</p>	<p>2. The students observe the method of booting up a computer.</p> <p>3. Students listen to the opening statements from <i>Paws</i>.</p> <p>4. Students watch the software and listens to the explanation of <i>Jobland</i>.</p> <p>5. Students watch the demonstration. Students may encourage buildings to choose.</p> <p>6. Students watch and listen to the description of the selected career.</p> <p>7. Additional students will be chosen to assist the exploration.</p> <p>8. Students listen to the explanation and</p>
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<p>careers in the <i>Jobland</i> program, showing them the alphabetical list.</p> <p>9. Counselor leads class in the <i>Jobland Job Finder</i> assessment. When the Job Finder is complete, it indicates which area of <i>Jobland</i> might be of most interest, based on the students' responses.</p> <p>10. Counselor reminds class that they may use this software on their classroom computer or in the library. Counselor also presents the other career exploration resources brought to the class, encouraging students to explore on their own (e.g. books, videos, C.D.'s, DVD's)</p> <p>11. Option 2: Counselor divides students into groups of 3-4 students. A career resource book (Example Resource: <i>Children's Dictionary of Occupations</i>) is given to share in each group. Each student will also be given a job picture from the <i>Job Activity Picture Sheet</i> or select career to research based on what they discovered about themselves when they completed "<i>Where Do I Fit</i>" (Lesson 1). The students are also given a job research sheet "<i>A Job I'm Interested in Finding Out More About...</i>" to use with the resource book to research about a certain job.</p> <p>12. The counselor asks the students to use career information resources to complete the Activity Sheets and share their work.</p> <p>13. Option 3: This option uses community workers as a resource (Example: A banker would speak to the class or a panel of speakers would share information about their jobs.). The following format would be used:</p> <ul style="list-style-type: none"> • Introduction of Self • Job Title • Description of Job 	<p>name jobs they hope are on the list.</p> <p>9. Students help complete the assessment by responding to the questions. Students continue to share responses.</p> <p>10. Students review where computers are located.</p> <p>11. Students divide into groups. Each student selects a job picture or selects a job to research. Each student completes a job Research Sheet.</p> <p>12. Students share their research with the class.</p> <p>13. Students will listen to the classroom speaker(s) and ask appropriate questions.</p>
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<ul style="list-style-type: none"> • Job Training Needed • School Skills They Use on the Job (i.e. math, science, reading, writing) • Demonstration of Equipment (if needed) <p>14. The students are given a Job Research Activity Sheet “<i>A Job I’m Interested in Finding Out More About...</i>” to complete while listening to the speaker.</p> <p>15. After using one of the above resources in the classroom the counselor will review the other resources available for future career exploration. Students will be encouraged to use the Job Research Activity Sheet to interview workers outside the class.</p>	<p>14. Students will complete worksheet.</p> <p>15. Students will participate in the review of resources and what they have learned.</p>
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Teacher Follow-Up Activities

Teacher may take the students to the library to use the career exploration resources located there. The librarian may make a presentation to the students about the available resources.

Counselor reflection notes (completed after the lesson)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

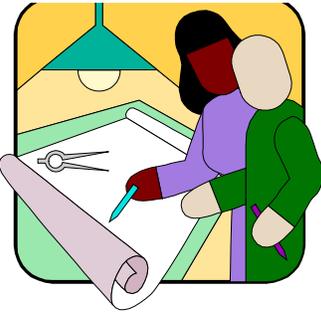
People who like to care for animals and people.



Job Picture Activity Sheet

 <p>Farmer</p>	 <p>Astronaut</p>	 <p>Delivery Person</p>
 <p>Computer Programmer</p>	 <p>Bus Driver</p>	 <p>Optometrist</p>
 <p>Manicurist</p>	 <p>Photographer</p>	 <p>Camera Person</p>
 <p>Teacher</p>	 <p>Sanitation Worker</p>	 <p>Welder</p>

 <p>Chef</p>	 <p>House Keeper</p>	 <p>Lawn Care Person</p>
 <p>Bricklayer</p>	 <p>Receptionist</p>	 <p>Pediatrician</p>
 <p>Physical Therapist</p>	 <p>Pet Groomer</p>	 <p>Construction Worker</p>
 <p>Veterinarian</p>	 <p>Carpenter</p>	 <p>Gas Station Attendant</p>

 <p>Architect</p>	 <p>Singer</p>	 <p>Police Officer</p>
 <p>Banker</p>	 <p>Artist</p>	 <p>Meteorologist</p>
 <p>Clergy</p>	 <p>Zoo Keeper</p>	 <p>Forest Ranger</p>
 <p>Actor</p>	 <p>Counselor</p>	 <p>Taxi Driver</p>

Job Research Activity Sheet



A Job I am Interested in Finding Out More About...



Name of Job: _____

Job Description: _____

Personal Skills needed: _____

School Skills needed: _____

Education needed: _____

Job Outlook/Estimated Salary: _____

Career Path this job fits best: _____

(Circle) This job matches/does not match my personal preferences.



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Finding My Place In The Community</p> <p>This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How does understanding one’s interests and strengths relate to career exploration?</p> <p>2. Why is researching a career important in the career decision-making process?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.		<p>CD.7.A.04: Compare interests and strengths with those of workers in the local community.</p> <p>CD.7.B.04: Identify school and community resources available for exploration of</p>		<p>RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C. Students will understand the relationship between training and the</p>	<p>DOK – Level 3</p> <p>DOK – Level 1,2</p>

		the six career paths. CD.7.C.04: Recognize the contributions of all jobs to the community.			world of work.	DOK – Level 2
2. The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
3. The student will identify two contributions of five jobs in the community.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
ASSESSMENT DESCRIPTIONS*:						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1	See: Lesson #1: Where do I Fit?					
2	Lesson #2: Information, Please!					

3					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See: Lesson #1: Where do I Fit? Lesson #2: Information, Please!				
	<u>Direct:</u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x___ Demonstrations (Ls. 1,2) ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x___ Field Observations (Ls.2) _____ Role-playing _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity _____ Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing ___x___ Panels (Ls. 2) _____ Brainstorming _____ Peer Partner Learning ___x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Finding My Place In The World

Grade Level: 5

Number of Lessons in Unit: 3

Time Required: 30-40 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Where do I fit now? Have I changed?

Materials/Special Preparation Required:

Where Do I Fit? Activity Sheet each student completed in grade 4; plus a new copy for grade 5 (if not used in 4th gr. adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster *Jobs in the World of Work*

Lesson #2: Back in the “Old Days”

Materials/Special Preparation Required:

Picture of a family sedan from 10 years ago, picture of a current “hot” car

Activity Sheet *How Times Change*

Mini Poster *Job Changes in the World of Work* (one for each small group)

Lesson #3: How Times Have Changed

Materials/Special Preparation Required:

Activity Sheet *How Times Change* (completed)

Flip chart/chalkboard

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

CD.7.A.05: Compare interests and strengths with those of workers in the global community. (DOK Level – 3)

CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths. (DOK Level - 3)

CD.7.C.05: Describe the contributions of a variety of jobs in the community. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:

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)

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	
Fine Arts	

Unit Essential Questions:

In what ways have jobs changed over the years? How people’s interests change as they get older?
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Unit Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings. The student, as a member of a group, will identify five jobs that have changed over the last ten years.
--

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Compare & Contrast)
<input checked="" type="checkbox"/> Indirect (Problem Solving, Writing to Inform)
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Interactive Instruction (Discussion, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. The student will compare/contrast “Where Do I Fit” Activity Sheet of working conditions completed in grade 4 with grade 5 “Where Do I Fit” Activity Sheet. The student will interview

a worker and complete “*How Times Have Changed*” *Activity Sheet* regarding how the worker’s job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker’s future.

Brief Summary of Unit:

Students will complete a second “*Where Do I Fit*” *Activity Sheet* and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.

Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

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 their own personal and educational interests and strengths.

Students will have knowledge of the six career paths.

Students will have basic knowledge of various jobs.

Students will know how to conduct an information-gathering interview and record responses in writing.

Vocabulary: Preference, Self-Assessment/Evaluation, Attributes

Unit #1 Title: Finding My Place In The World	
Lesson Title: Where Do I Fit Now? Have I Changed?	Lesson: 1 of 3
Grade Level: 5	
Length of Lesson: 30-40 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.A.05: Compare interests and strengths with those of workers in the global community. CD.7.C.05: Describe the contributions of a variety of jobs in the community.	
American School Counselor Association National Standard (ASCA): 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.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Where Do I Fit? Activity Sheet</i> each student completed in grade 4, plus a new copy for grade 5 (if not used in 4th grade adapt lesson to meet your needs) <i>Career Paths Mini Poster</i> <i>Mini Poster Jobs in the World of Work</i></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
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
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify at least one career that matches his/her interests.
 The student will identify five workers who match his/her preferences. From the list of five, the student will choose one worker and will identify this worker’s contributions to society through his/her work.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will complete a new activity sheet indicating individual preferences. He/she will compare these preferences with those discovered in grade 4, comparing and contrasting the two sets of responses. Using the Career Paths Mini Poster, the student will select a career that matches his/her preferences.

Lesson Preparation

Essential Questions:
 Why is it important for things to change in the world?
 How have you changed over the years? How were those changes important to you?
 What are your personal and educational interests and strengths now?

Engagement (Hook):
 Counselor asks: “Have you changed your interests since you were in Kindergarten? How have they changed?” Students will give their ideas of how they have changed. “Thumbs up if you have changed since last year?” Students will give thumbs up if they agree.
 Counselor explains that students will be doing a self-assessment (*Where Do I Fit*) that they may have done last year which help students discover more information about their own strengths and interests. Students will be able to compare last year’s responses with this year’s responses, and decide areas in which they have changed. “Remember: there are no wrong answers...only right ones because they are personal to you.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Counselor will use responses in the “Hook” to transition into decision-making and self-knowledge. Explain that it is important to know that as we grow, our interests and strengths may change. Having this knowledge helps each person make better</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students listen and contribute personal change.</p>
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<p>decisions for his/her own life and/or work satisfaction. Ask 3 or 4 students to explain one change in their interests since Kindergarten.</p> <p>2. Counselor will distribute the new copy of the <i>Where Do I Fit?</i> Activity Sheet. Students will be given time to “read-through” the Activity Sheet and to ask questions. They will be instructed to follow the directions by using “Y” “N” “M” to rate each preference when finished. They will be instructed to mark those items that most reflect what they like and can do well with an asterisk (*).</p> <p>3. When finished, students will be given their Activity Sheets from grade 4. They will be instructed to compare the two sets of answers and to highlight changes on the 5th grade version. If a student did not complete the “Where Do I Fit” last year, have them contribute from their memory of last year’s preferences.</p> <p>4. When students are finished, counselor will then ask the students to look at the list of workers on the Mini Poster – <i>Jobs in the World of Work</i>, which has a list of workers. Students will review attributes they marked on the “Where Do I Fit?” Activity Sheets and will compare them to the attributes that they think specific workers might have, using their knowledge of the career paths as a reference. The Career Path Mini Poster will be reviewed with the students.</p> <p>5. Each student will choose a minimum of 5 workers from the list that they identify with most. From the list of 5 they will pick one worker and will briefly discuss this worker’s contributions to society through his or her work. Students may do this individually or in small groups (Example: Law Enforcement Officer– keep people safe, save lives, help people follow the laws, rescue people.).</p>	<p>2. Students will complete the worksheet.</p> <p>3. Students will compare their answers on the worksheet to the 4th grade results.</p> <p>4. Students will compare their 5th grade responses to the preferences of workers in the Career Paths.</p> <p>5. Students will identify 5 workers who match their preferences and from the list of 5 choose one worker, and will identify this worker’s contributions to society through his or her work.</p>
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<p>6. Ask students to tell one new “thing” learned about him or her and at least one new career that may match their personal attributes and preferences.</p>	<p>6. Students will reflect and give their responses.</p>
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Teacher Follow-Up Activities

Teachers may decide to dialogue with the students about their personal strengths and interests, relating them to academic strengths.

Counselor reflection notes (completed after the lesson)

NAME: _____

WHERE DO I FIT? (Fifth Grade Self Assessment)

Do you ever wonder what you'll do best when you grow up? Do you think about your skills and talents, and wonder which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future.

On this activity sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are meaningful for you. In all honesty, you should have a mixture of answers. Your answers should not be all yes, or all no.

1. Do you like to work with:

- a. _____ tools
- b. _____ animals
- c. _____ science
- d. _____ people
- e. _____ numbers
- f. _____ words
- g. _____ machines
- h. _____ musical instruments
- i. _____ computers
- j. _____ plants



2. Do you like to:

- a. _____ be outdoors
- b. _____ be inside
- c. _____ move around a lot
- d. _____ stay in one place
- e. _____ be with other people
- f. _____ spend time alone
- g. _____ make things/fix things
- h. _____ talk to people



3. Do you think you would be willing to:
- a. _____ work 10 to 12 hours each day
 - b. _____ work very early in the morning
 - c. _____ work in the evening or during the night
 - d. _____ work on weekends, if necessary
 - e. _____ travel and be away from home a lot
 - f. _____ get a college education or more career training
 - g. _____ continue to learn new things throughout your career

4. Are you physically able to:

- a. _____ climb a ladder
- b. _____ stand on your feet for hours at a time
- c. _____ walk a lot
- d. _____ hear what others are saying
- e. _____ see clearly
- f. _____ use your eyes for close work for hours at a time



5. Could you:

- a. _____ sit in one place for hours at a time
- b. _____ work alone if you had to
- c. _____ work with other people
- d. _____ speak pleasantly regardless of how you feel
- e. _____ be pleasant to someone who is not pleasant to you
- f. _____ do the same thing repeatedly and still be accurate and quick
- g. _____ do many different things in the same day
- h. _____ tell other people what to do and be responsible for making sure that they do it

6. Are you able to:

- a. _____ persuade other people to do what you want them to do
- b. _____ keep accurate records
- c. _____ follow written directions
- d. _____ follow oral directions
- e. _____ do a job as instructed
- f. _____ get your work done even if the boss is away
- g. _____ leave your personal problems at home



7. Are you willing to:

- a. _____ be neat, clean, and dressed nicely while you are working
- b. _____ be on time for work and regular in your attendance on the job
- c. _____ get your hands and clothing dirty
- d. _____ wear a uniform
- e. _____ work without pay while you are learning how to do your job
- f. _____ work at a job that might be dangerous

8. Are you the kind of person who could:

- a. _____ keep doing the same tasks over and over, and still do them well
- b. _____ work with people who are in trouble and need your help
- c. _____ work with people who are sick or injured
- d. _____ make decisions and accept blame if they are wrong decisions
- e. _____ give orders in such a way that others will follow them
- f. _____ think up ideas and new ways of doing things
- g. _____ remain calm in an emergency
- h. _____ meet deadlines and have work ready when it is due

9. Could you work accurately and quickly if:

- a. _____ you were in an open place high above the ground
- b. _____ you were in a small closed-in space
- c. _____ there was a lot of noise around you
- d. _____ you were in a place that was smelly
- e. _____ it was very hot
- f. _____ it was very cold
- g. _____ you had to work outside in the rain and snow
- h. _____ you had to work under pressure



Number of "yes" answers: _____

Number of "no" answers: _____

Number of "maybe" answers: _____

If you have a lot of "yes" and "maybe" answers, you probably are open to many different types of careers. If you have many "no" answers, you are less flexible about what types of jobs you might like.

Now that you have this information, look at the Career Path poster and figure out some careers and career paths that fit you best!

(Adapted from Missouri Comprehensive Guidance Activities Box, Area I, Category A, Competency 4, EI-55)

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.



Job List Mini Poster



JOBS IN THE WORLD OF WORK

Review the list of jobs below, and select at least 5 that match your preferences.

Teacher	Psychologist
Nurse	Nursing Home Worker
Custodian	Banker
Server	Farmer
Attorney	Firefighter
Construction Worker	Chef
Doctor	Meteorologist
Singer	Dancer
Secretary	Carpenter
Computer Programmer	Hairstylist
Veterinarian	Television Announcer
Physical Therapist	Artist
Mechanic	Biologist
Gas Station Attendant	Astronaut

Unit #1 Title: Finding My Place In The World

Lesson Title: Back In The “Old Days” **Lesson:** 2 of 3

Grade Level: 5

Length of Lesson: 30-40 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
 CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

Grade Level Expectations (GLEs):
 CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.
 CD.7.C.05: Describe the contributions of a variety of jobs in the community.

American School Counselor Association (ASCA) National Standard:
 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.

Materials (include activity sheets and/ or supporting resources)

Picture of a family sedan from 10 years ago
 Picture of a current “hot” car
 Activity Sheet *How Times Change*
 Activity Sheet *Job Changes in the World of Work* (one for each group)

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

	Fine Arts	
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Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

As a member of a group, the student will identify one job and the changes, which have occurred in that job over the last ten years.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will report to the group using information from the “*How Times Change Worksheet*” gathered during the interview with a worker.

Lesson Preparation

Essential Questions:
 Why do jobs change?

Engagement (Hook):
 Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. “Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?” Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the hook, explain that in the course of their lifetimes, many things have changed...cars, clothes, computers, music... even jobs. Explain that change can be very beneficial, but we have to be open to change in order to appreciate the good that those changes can bring. 2. The class is divided into small groups of three or four students. Each group is given a <i>Job Changes in the World of Work</i> Activity Sheet. Each group is assigned four or five jobs on the list. Someone in the group will be designated as a <i>Recorder</i> to write changes group members think have taken place over the past 10 years or more in each job. 3. When the activity sheet has been completed the counselor asks each group <i>Reporter</i> to report group’s thoughts about changes that have taken place in the world of work. 4. Assignment for next class session... Each student will be given an interview Activity Sheet <i>How Times Change</i>. The counselor will review the worksheet step-by-step, allowing time for questions. 5. Each student uses the form as a guide for interviewing a parent, adult friend or a school staff member. The information (data) gathered during the interview and brings the completed Activity Sheet back to school. If a student is not able to interview a parent or adult friend, the student will ask a school staff member for an interview. 	<ol style="list-style-type: none"> 1. Students listen and offer suggestions of things that have seen change. 2. Students will divide into small groups, assign group roles (Leaders, Recorder, Reporter) and work together on the activity sheet. The Recorder will write the suggested job changes on the Activity Sheet. 3. <i>Reporters</i> will share the changes they think have taken place in the world of work. 4. Students will ask clarifying questions. 5. The students will take the “How Times Change” sheet and interview an adult before the next class period. They will bring the completed Activity Sheet back to class the next session.
<p>Follow-Up Session (Lesson 3):</p> <ol style="list-style-type: none"> 6. During the follow-up lesson, the counselor will ask the students to share the information gathered during their interviews. 7. In groups, students will develop a graph 	<ol style="list-style-type: none"> 6. Students will offer information that they gathered in their interviews. 7. Students will be encouraged to comment

<p>representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>8. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>8. Students will write a paragraph relating future changes to their own future.</p>
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Teacher Follow-Up Activities

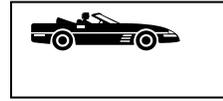
Teacher might discuss the many changes in teaching in recent years.

Counselor reflection notes (completed after the lesson)

Name _____



How times change!



Name of person interviewed: _____

Place of employment/job: _____

1. How has your job changed over the past 10 years? How has technology changed your job?

2. How have these changes influenced/improved your job?

3. How have these changes affected you? Did you need more training? What else happened?

4. How do you know when you have done your job well? How does it feel?



JOB CHANGES IN THE WORLD OF WORK



Write a change that has taken place in each job over the past 10 years or more.

<u>Job Name</u>	<u>Change</u>	<u>Job Name</u>	<u>Change</u>
Teacher _____		Psychologist _____	
Nurse _____		Nursing Home Worker _____	
Custodian _____		Banker _____	
Server _____		Farmer _____	
Attorney _____		Firefighter _____	
Construction Worker _____		Chef _____	
Doctor _____		Meteorologist _____	
Singer _____		Dancer _____	
Secretary _____		Carpenter _____	
Computer Programmer _____		Hairstylist _____	
Veterinarian _____		Television Announcer _____	
Physical Therapist _____		Artist _____	
Mechanic _____		Biologist _____	
		Astronaut _____	

Unit #1 Title: Finding My Place In The World	
Lesson Title: How Times Have Changed	Lesson: 3 of 3
Grade Level: 5	
Length of Lesson: 30-40 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals	
Grade Level Expectations (GLEs): CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.	
American School Counselor Association (ASCA) National Standard: 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.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet *How Times Change (completed in Lesson 2)*
Board, flip chart or other visual media

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	
Fine Arts	

Enduring Life Skill(s)

Perseverance	Integrity	Problem Solving
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	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will interview one worker, compare the information with others’ interviews, and write a paragraph describing his/her findings.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Using the data collected during their worker interviews, the student will work with a group to compile job changes. At conclusion of all group presentations, the student will write a paragraph interpreting their findings in relation to their future.

Lesson Preparation

Essential Questions:

- How is change part of life?
- Why do you think jobs change?

Engagement (Hook): Remind students of the hook from last session and the job changes list.

This was what was said last session...

Counselor tells the class that s/he wants to show them a picture of a really hot car. Counselor holds up the picture of a family from 10 years ago. Counselor asks how many students agree that this is a hot car. (Hopefully, students will not agree.) Counselor explains that this car is from the year they were born. “Do you think this car ran well? Do you think it got people from one place to another? Do you think this car did its job?” Counselor then shows the picture of the new hot car, and repeats the process.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Remind students of the assignment from the last class session... “Each student was given an interview Activity Sheet “<i>How Times Change.</i>” Each student interviewed a parent, adult friend or a school staff member. Get out your completed interview Activity Sheet from our last lesson.” Students who do not have a completed Activity Sheet, will be asked to work with someone who has the completed Activity Sheet. 2. During this lesson, the counselor will ask 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Pair students who returned the completed Activity Sheet with those who do not have a completed Activity Sheet. 2. Students will offer information that they
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<p>the students to share the information gathered during their interviews.</p> <p>3. In groups, students will develop a graph representing group data (see Lesson Assessment). Positive changes will be recorded on chart paper/chalkboard.</p> <p>4. Counselor relates that in their futures jobs will continue to go through many changes, and that it will be important for them to be open to change, understanding that change can lead to better things.</p>	<p>gathered in their interviews.</p> <p>3. Students will be encouraged to comment on those changes and their impact on the jobs. Students will organize and analyze data.</p> <p>4. Students will write a paragraph relating future changes to their own future.</p>
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Teacher Follow-Up Activities

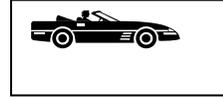
Teacher might remind the students of their discussion after the last guidance lesson when he or she shared the many changes in teaching in recent years. The students who didn't have an opportunity to complete the "How Times Change" sheet will be given one to take home and complete with an adult family member or friend. The student will have the opportunity to share the results with the teacher/counselor when they return the Activity Sheet is returned.

Counselor reflection notes (completed after the lesson)

Name _____



HOW TIMES CHANGE!



Name of person interviewed: _____

Place of employment/job: _____

1. How has your job changed over the past 10 years? How has technology changed in your job?

2. How have these changes influenced/improved your job?

3. How have these changes affected you? Did you need more training? What else happened?

4. How do you know when you have done your job well? How does it feel?

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals. (CD 7)

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education. (CD 8)

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success. (CD 9)

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Finding My Place in the World</p> <p>Students will complete a second “Where Do I Fit” Activity Sheet and compare the 5th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.</p> <p>Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30-40 minutes each</p>					
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. In what ways have jobs changed over the years? 2. How people’s interests change as they get older? 3. How do you feel when someone trusts you to do an important job and you have done it well? 							
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS					
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK	
1. The student will identify at least one career that matches his/her interests.		CD.7.A.05: Compare interests and strengths with those of workers in the global community.		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5	CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 3	
		CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths.		L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6		CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 3
		CD.7.C.05: Describe the contributions of a variety of jobs in the community.					DOK Level - 4

<p>2. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.</p>		<p>CD.7.A.05 CD.7.B.05 CD.7.C.05</p>		<p>W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A CD C</p>	<p>DOK Level – 3 DOK Level - 3 DOK Level - 4</p>
<p>3. The student, as a member of a group, will identify five jobs with a least one change over the last ten years.</p>		<p>CD.7.A.05 CD.7.B.05 CD.7.C.05</p>		<p>W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A CD C</p>	<p>DOK Level – 3 DOK Level - 3 DOK Level – 4</p>
<p>ASSESSMENT DESCRIPTIONS*: The student will compare/contrast <i>Where Do I Fit Activity Sheet</i> of working conditions completed in grade 4 with grade 5 <i>Where Do I Fit Activity Sheet</i>. The student will interview a worker and complete <i>How Times Have Changed Activity Sheet</i> regarding how the worker’s job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker’s future.</p>						
<p>Obj. #</p>	<p>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</p>					
	<p><input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential</p>					

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the “Old Days” Lesson 3: How Times Have Changed				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: Where do I fit now? Have I changed? Lesson 2: Back in the “Old Days” Lesson 3: How Times Have Changed				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,3) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 2) <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA National Standards for Students.pdf					

Unit # 1 Title: Who Am I as a Career?

Grade Level: 6

Number of Lessons in Unit: 2

Time Required: 2 sessions of 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: “Ideas for Personal Plan of Study/Career Portfolio”

“Career Path Descriptions”

“Career Path Posters” (set of six)

“Occupation Card Sort Answers”

Activity Sheets: “Career Path Group Project Form”

“Occupation Cards”

Tootsie Rolls™ (or similar product)

“Worker Interview” Activity Sheets

Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: “Career Path Descriptions”

Career Path Posters (Set of 6),

Activity Sheets: “Worker Interview”

Career Path Student Surveys

www.missouricareereducation.org/project/guidelsn/cd2

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

relate to career choices. (DOK Level – 3)

American School Counselor Association (ASCA) National Standard:
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 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 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do the career paths relate to a person’s identity?

Unit Measurable Learning Objectives:

The student will use career and educational information resources to choose one career path, identifying training and education.

The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)

Indirect (Problem Solving, Reflective Discussion, Concept Attainment)

Experiential (Surveys)

Independent Study (Reports, Assigned Questions, Research Projects)

Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.

Assessment can be question answer, performance activity, etc.

Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

Brief Summary of Unit:

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.

CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

***Please note:** This strategy requires the use of a product wrapper to emphasize the involvement and importance of the roles of all workers creating a product and getting it into the hands of the purchaser. The unit/lessons were developed before the new “Guidelines for Healthy Snacks” were issued. We retained the use of the Tootsie Roll™ as an example with the caveat that the presenter review the “Healthy Snack Guidelines” and local school district’s implementation policy. As for any lesson involving food, health implications must be considered regarding food allergies and sensitivities. Doing so puts into action our own respect for diversity and for our roles as agents of school board policies and Missouri’s Rules and Regulations.*

Resources: *Career Path Descriptions Sheet*
 Career Path Posters (Set of 6)
 additional Career Path Posters are available through DESE
 Occupation Card Sort Answers

Activity Sheets: Career Path Group Project Form
Occupation Cards
Worker Interview Form
 Tootsie Roll™ (or similar product)

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

X	Goal 1: gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

A student will categorize 36 jobs into six career paths.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question/answer, performance activity, etc.

The student will categorize 36 jobs into the 6 career paths.

The student will complete a work interview, using findings from activities and card sort.

Lesson Preparation

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Students will be asked to think of something that they have to do, but don't like. Then, they will be asked to think of doing that activity 8 hours a day, 40 hours a week for 40 years. Although they would be paid well, they would be locked into that task.

Next, students are asked to imagine something that they enjoy doing. Then they will be asked to imagine doing that task 8 hours a day, 40 hours a week for 40 years. Students will be encouraged to recognize that if they are going into a career, it will be a good idea to choose something based on who they are and what they like to do.

Procedures for Session 1

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Review career paths and the attributes of the individuals who work in them, utilizing career path description handout. Display career paths posters on the board or wall. Divide students into task groups. Each group will be given the following materials: Activity Sheet: Career Path Group Project Forms, at least six Occupation Cards per group (see Resource: Occupation Cards), pencil, and sticky tack/tape. <p>Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc.</p> <p>Students are given a 5-minute time limit to perform the task.</p>	<ol style="list-style-type: none"> Students will respond to a question-answer session, such as, "Which path is the fixing and building path?" Given occupation cards, students will confer in their task groups and determine which career path an occupation matches. Each student within the group will be assigned a cooperative group role: For example, a recorder who writes group answers on the project form; a materials person who is responsible for bringing materials to and from the group; a sticky tack or tape person who is responsible for this item; and a poster to post occupation cards on the board/wall. <p>Once the group has made a decision about where each of those jobs fits, the poster from the group will post the occupation cards under the appropriate path poster (on the chalkboard or wall of the classroom).</p>

<p>3. The class will review the answers given by the groups as displayed on the board or wall and make any necessary adjustments based on class check. (NOTE: Some careers may be justifiably placed in more than one career path. When there is noticeable disagreement among class members, this can be addressed accordingly.)</p> <p>4. (Read note in materials section) Tootsie Roll™ review of Career Paths: The counselor holds up a bag of Tootsie Rolls™ with the back of the package facing the students and asks, “What do you think is in this package?” “How do you know what is inside without seeing the name of the candy?” “Someone had to design the package so that when you see it, you would know what was inside. Which career path would this be?” (Arts & Communication)</p> <p>5. The counselor will then read from the package ingredient list, i.e., sugar, partially hydrogenated soybean oil, milk, etc. “Which career path produces these items?” (Natural Resources)</p> <p>6. “Now, imagine that you are working in the Tootsie Roll™ factory. Suddenly, the Tootsie Roll™ machine breaks down. Which career path are you going to call for help?” (Industrial & Engineering Technology)</p> <p>7. “When is the best time to ship more Tootsie Rolls™ to the store—before or after Halloween? This is called marketing. Someone in an office needs to figure out where and when to make more candy. Which career path is this?” (Business, Management, and Technology)</p> <p>8. “Your mom has bought a bag of Tootsie Rolls™. You ask her if you can have one serving. One serving is... (Read from the</p>	<p>3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.</p> <p>4. Students will respond to questions as a check for understanding.</p> <p>5. Students will respond to questions as a check for understanding.</p> <p>6. Students will respond to questions as a check for understanding.</p> <p>7. Students will respond to questions as a check for understanding.</p> <p>8. Students will respond to questions as a check for understanding.</p>
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<p>nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)</p> <p>9. "You are a chef in a restaurant. You have come up with a new recipe of "Tootsie Roll™ Surprise," a super brownie that features Tootsie Rolls™. What career path would your job fall into?" (Human Services)</p> <p>10. Ask students: As we were talking about the roles of the many workers it took to get the Tootsie Roll™ to the people who buy or use them, what did you imagine? What were you wondering? What did our conversation make you remember from other conversations about workers? What do you still want to know about workers and their roles in our lives?</p> <p>11. Distribute the <i>Activity Sheet: Worker Interview</i> (two to each student—one for practice interview; another for actual interview). Tell students that they will be interviewing a worker they know regarding his or her occupation. But first, they'll practice by interviewing a peer-partner.</p> <p>Ask students what they remember/know about conducting interviews. As students identify what they remember, make a list on the board (or other media that will allow for all students to see the list). Review the list; add and/or synthesize skills so that students know that successful (and interesting) interviewing requires the use of a variety of skills they can learn.</p> <p>12. Randomly assign students a peer-partner. Each person will have an opportunity to be the interviewee and the interviewer. As the interviewee, each person will assume the role of a worker and respond to the</p>	<p>9. Students will respond to questions as a check for understanding.</p> <p>10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.</p> <p>11. Students will contribute to list of interviewing skills.</p> <p>12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.</p>
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<p>questions as if he or she were working in that work role (encourage outrageous roles).</p> <p>Give students time to review the <i>Activity Sheet: Worker Interview</i> from the perspective of the interviewee or the interviewer. At the end of 5 minutes, stop the interviews for a “quick-check” of the process. Have partners switch roles and follow the same procedures.</p> <p>13. Following students’ practice interviews, facilitate a discussion about the easy/hard parts of the process and the questions that will be difficult to ask an adult. Respond to questions. Assign the due date for completion of the interview.</p> <p>14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students’ commitment to completing the project.</p> <p><i>Note: The most readily available worker is a parent or caregiver—students may also interview someone from the community. Whomever students choose to interview may be employed in the civilian workforce, unemployed or a stay-at-home parent. Encourage students to consider whatever the interviewee is doing as his or her job. The same questions apply (with minor modifications) to any job and the students will gain a wealth of information about work, working and workers by interviewing people who are not in the civilian workforce. This will help students develop greater understanding and respect for all human beings. Alternatively, students may choose to ask individuals who are unemployed or stay-at-home parents to respond from the perspective of a past work role they have had in the civilian workforce.</i></p>	<p>13. Students will reflect on process and ask clarifying questions about the procedures and/or process.</p> <p>14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.</p>
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Teacher Follow-Up Activities

Ask the classroom teacher to collect student interviews in preparation for the next guidance

session. Some communication arts teachers may be interested in working with the counselor in a team-teaching capacity by having students write an essay about their interview, using the interview form as a prewriting tool.

Counselor reflection notes (completed after the lesson)

*One copy for each student

Resource: Career Path Descriptions

Career Paths are groupings of occupations by the tasks/roles of workers. People working in a specific career path typically share interests, abilities, and talents. Career paths help you identify a career focus without being locked into a specific occupation.

Arts and Communication

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture; graphic, interior, and fashion design; writing; film; fine arts; journalism; languages; media; advertising; and public relations.

Business, Management, and Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.

Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, child care, social services, and personal services.

Industrial and Engineering Technology

Occupations in this path are related to technologies necessary to design develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.

Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agriculture sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.

*One copy to be posted on the board or wall

ARTS & COMMUNICATION



Creative Path

*One copy to be posted on the board or wall

BUSINESS, MANAGEMENT & TECHNOLOGY



Business Path

*One copy to be posted on the board or wall

INDUSTRIAL & ENGINEERING TECHNOLOGY



Fixing and Building Path

*One copy to be posted on the board or wall

HUMAN SERVICES



Helping Path

*One copy to be posted on the board or wall

HEALTH SERVICES



Health Path

*One copy to be posted on the board or wall

NATURAL RESOURCES



Nature Path

Activity Sheet: Career Path Group Project Form

*One copy for each task group

ARTS & COMMUNICATION	BUSINESS, MANAGEMENT & TECHNOLOGY
INDUSTRIAL & ENGINEERING TECHNOLOGY	HEALTH SERVICES
HUMAN SERVICES	NATURAL RESOURCES

*Cut along lines. Give six cards to each task group, making sure that they have an assortment of career paths represented in their bundles.

Resource: Occupation Cards

Hotel/Motel Clerk	Computer Programmer
Paralegal	Loan Officer
Travel Agent	Retail Sales Person
Chiropractor	Dentist
Dental Assistant	Physical Therapy Assistant
Speech Pathologist	Nurse Aide

Lawyer	Pastor/Priest/Rabbi
Firefighter	Teacher
Barber	Recreation Worker
Computer Repair Technician	Architect
Printing Press Operator	Locksmith
Floral Designer/Florist	Photographer
Welder	Painter/Paperhanger

Pest Control Worker	Zoologist
Fish Hatchery Worker	Meteorologist
Forester/Conservation Scientist	Farmer
Actor	Professional Athlete
Composer	Reporter

Resource: Occupation Card Sort Answers

Business, Management,

and Technology

Hotel/Motel Clerk
Paralegal
Loan Officer
Computer Programmer
Travel Agent
Retail Sales Person

Arts and Communication

Photographer
Actor
Composer
Reporter
Floral Designer/Florist
Professional Athlete

Health Services

Chiropractor
Dentist
Dental Assistant
Physical Therapy Assistant
Speech Pathologist
Nursing Assistant

Industrial and Engineering

Technology

Computer Repair Technician
Printing Press Operator
Locksmith
Welder
Painter/Paperhanger
Architect

Human Services

Lawyer
Firefighter
Teacher
Barber
Pastor/Priest/Rabbi
Recreation Worker

Natural Resources/

Agriculture

Fish Hatchery Worker
Meteorologist
Zoologist
Pest Control Worker
Farmer
Forester/Conservation Scientist

Activity Sheet: Worker Interview

Student Name: _____ Grade: _____

Whom did you interview? _____

Career: _____

Career Path: _____

Questions to Ask the Person You Interview:

Why is your job important to your company, organization or to the community?

What led you to this career?

How many hours do you work each day? _____

How many days do you work each week? _____

Describe your work and working conditions (including your likes/dislikes):

What special skills or talents are needed for this job (including technology)?

What high school courses helped you prepare for this job?

What education or training beyond high school prepared you for this job?

What do you want to be doing ten (10) years from now?

Unit # 1 Title: Who Am I as a Career?

Lesson Title: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)

Lesson: 2 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.

CD.7.C.06: Recognize non-traditional work roles.

CD.8.A.06: Evaluate career and educational information resources.

CD.8.B.06: Compare the different types of post-secondary training and education as it relates to career choices.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Resources (see Resources for Lesson 1): **Career Path Descriptions*

**Career Path Posters* (set of six)

**Ideas for Personal Plan of Study/Career Portfolio*

*Activity Sheets: *Worker Interview Questions* (completed)

Career Path Student Survey

Job and Gender Role Survey

(*Materials introduced in the previous lesson).

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students,
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	workers, citizens and consumers.
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. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.
X	Goal 4: make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and verbal skills; interview and writing skills
X Mathematics	Data analysis
X Social Studies	Recognition of roles of careers in society
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

<p>The student will use career and educational information resources to choose one Career Path, identifying training and education.</p> <p>The student will identify males and females in nontraditional work roles by completing the <i>Job and Gender Role</i> survey.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will complete lesson surveys.</p> <p>Students will explore and discuss gender roles.</p>
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Lesson Preparation

<p>Please Note: <i>The concept of the Personal Plan of Study/Career Portfolio is introduced during this unit. The exact format for the Portfolio will depend, in large part, on the resources available to you in your district. Some districts have a well-developed system for student portfolios; some districts have adopted portfolio guidelines and do not yet have a system in place; some districts are in the planning stage. We have included some general ideas (see</i></p>
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Resource: Ideas for Personal Plans of Study/Career Portfolios); however, we suggest that counselors work with administrators and teachers in their districts to make the Comprehensive Guidance Program Portfolios an extension of the student portfolios used in other content areas.

Essential Questions: How do the career paths relate to who you are?

Engagement (Hook): Have two students—one male, one female—dressed in white lab coats with stethoscopes sticking out of the pockets. The class is to decide what jobs are represented (Female is to be physician. Male is to be a lab technician or nurse). Sometimes it is easy to categorize jobs as male or female occupations, but do jobs truly have gender?

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review information career path information from the previous lesson: What is the building and fixing path? What is the health care path? What path focuses on helping others? Creative and performing arts? Working with nature? Which path involves working with others to make and sell a product? 2. Divide class into small groups to present information gathered during their interviews with workers (see completed <i>Worker Interview</i> questionnaire). Ask the students to decide which career path each job belongs to and whether the job is considered a male or female job. (NOTE: The purpose of this question is to create an awareness of students’ unintentional stereotyping of occupations—with the goal of increasing students’ awareness of their subtle/hidden biases.) 3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the <i>Job and Gender Role Survey</i> to student groups and review the directions. When groups have finished, they will be encouraged to debate and discuss (with a friendly attitude) opinions as a group, and then as a class, concerning “men only” and “women only” jobs. 	<ol style="list-style-type: none"> 1. Students will participate in the review process. 2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion. 3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

<p>Students will be asked if there are reasons why some careers should not be open to both genders.</p> <p>4. Students will be given the <i>Student Career Path Survey</i>. The students are to mark the bubble for the statements that describe who they are and what they would like to do. The counselor may want to read each statement aloud, so that he/she can explain or define terms that are unfamiliar to students.</p> <p><i>NOTE: Students should be advised that while they may not have the ability to do all the tasks at this time, they are expressing their interests.</i></p> <p>5. Once the survey is complete, the counselor will reveal which career paths are represented in each column. Allow time for students to reflect on the results of their surveys.</p> <p><i>NOTE: Students' surveys will be placed in their permanent record or career portfolios (if used) to evaluate changes as they progress through middle school and to review at the time they develop their personal plan of study</i></p>	<p>4. Students return to their regular seating to complete the survey. When they finish the survey, they are to count the number of items they marked for each career path and record the number in the square provided.</p> <p>5. Students will engage in a conversation with a peer-partner to review and reflect on their responses across career paths by similarities/differences and high/low markings in the categories</p> <ol style="list-style-type: none"> Activities of Interest Personal Qualities Free-time Preferences School Subject Preferences <p>Upon completion of their conversation, students will consider the trends of their responses and identify career paths and related occupations that would fulfill the personal preferences noted.</p>
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Teacher Follow-Up Activities

During classroom discussions that involve occupations or people in the news, point out those individuals in non-traditional roles and/or the skills needed to perform those jobs.

Counselor reflection notes (completed after the lesson)

Career Path Survey Name _____ Grade _____

*Adapted for Middle School Subjects from Krista Flowers' Model, Mid Rivers Tech Prep Consortium

<p>Career Path # 1 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Preparing medicines in a pharmacy <input type="radio"/> Helping sick people <input type="radio"/> Working with animals <input type="radio"/> Helping with sports injuries <input type="radio"/> Studying anatomy and disease <input type="radio"/> Performing surgery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Compassionate and caring <input type="radio"/> Good listener <input type="radio"/> Good at following directions carefully <input type="radio"/> Conscientious and careful <input type="radio"/> Patient <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Volunteering in a hospital <input type="radio"/> Taking care of pets <input type="radio"/> Exercising and taking care of myself <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Math <input type="radio"/> Science <input type="checkbox"/> <input type="radio"/> Physical Education <input type="checkbox"/> <p>How Many Did I Pick?</p>	<p>Career Path # 2 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Predicting weather <input type="radio"/> Predicting or measuring earthquakes <input type="radio"/> Growing flowers/trees or gardening <input type="radio"/> Studying rocks and minerals <input type="radio"/> Raising fish or other animals <input type="radio"/> Working in a chemistry lab <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Helping with problems <input type="radio"/> Nature lover <input type="radio"/> Physically active <input type="radio"/> Problem solver <input type="radio"/> Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Hiking <input type="radio"/> Participating in FFA or 4H <input type="radio"/> Experimenting with a chemistry set <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Math <input type="radio"/> Social Studies <input type="checkbox"/> <input type="radio"/> Science <input type="checkbox"/> <p>How Many Did I Pick?</p>	<p>Career Path # 3 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Reading or writing stories or articles <input type="radio"/> Designing and building scenery for plays <input type="radio"/> Gardening <input type="radio"/> Taking photographs <input type="radio"/> Acting in a play or movie <input type="radio"/> Listening to or playing music <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> <input type="radio"/> Imaginative <input type="radio"/> Creative <input type="radio"/> Outgoing <input type="radio"/> Using my hands to create things <input type="radio"/> Performer <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> <input type="radio"/> Working on a school newspaper or yearbook <input type="radio"/> Acting in a play <input type="radio"/> Painting pictures or drawing <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> <input type="radio"/> Music/Choir/Band <input type="radio"/> Language <input type="checkbox"/> <input type="radio"/> Art <input type="checkbox"/> <p>How Many Did I Pick?</p>
<p>Career Path # 4 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Putting things together <input type="radio"/> Designing buildings <input type="radio"/> Working on cars or mechanical things 	<p>Career Path # 5 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Interviewing people <input type="radio"/> Using computer programs to do math <input type="radio"/> Typing letters, forms, banners, 	<p>Career Path # 6 is</p> <hr/> <p>Activities That Interest Me</p> <ul style="list-style-type: none"> <input type="radio"/> Helping people solve problems <input type="radio"/> Working with kids <input type="radio"/> Working with elderly people <input type="radio"/> Preparing food

<ul style="list-style-type: none"> ○ Using math to solve problems ○ Gardening ○ Using tools <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Like using my hands ○ Logical ○ Good at following instructions ○ Observant <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Building stage sets for a school play ○ Drawing sketches of cars or mechanical things ○ Working on cars <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Math ○ Science ○ Shop <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>	<p style="text-align: center;"><i>etc.</i></p> <ul style="list-style-type: none"> ○ Keeping records, taking notes at meetings ○ Working with numbers ○ Organizing files and paperwork <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Practical ○ Independent ○ Organized ○ Like to use machines ○ Like to be around people <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Being in a speech contest or debate ○ Using a computer ○ Volunteering in a local hospital office <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Speech ○ Language ○ Math <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>	<ul style="list-style-type: none"> ○ Being involved in politics ○ Solving a mystery <p>Personal Qualities That Describe Me</p> <ul style="list-style-type: none"> ○ Friendly ○ Open ○ Outgoing ○ Good at making decisions ○ Good listener <p>In My Free Time I Would Enjoy</p> <ul style="list-style-type: none"> ○ Tutoring young children ○ Helping with a community project ○ Coaching kids in a sport <p>School Subjects/Activities That I Enjoy or Do Well</p> <ul style="list-style-type: none"> ○ Language ○ Social Studies ○ Speech <p>How Many Did I Pick?</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin-left: 100px;"></div>
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Career Path Student Survey Answer Sheet

Career Path # 1 = Health Services

Career Path # 2 = Natural Resources/Agriculture

Career Path # 3 = Arts & Communication

Career Path # 4 = Industrial and Engineering Technology

Career Path # 5 = Business, Management, and Technology

Career Path # 6 = Human Services

Jobs and Gender Role Survey

*One copy for each student

Name: _____ Grade: _____

Directions: Place a check-mark on one of the lines beside each occupation to indicate if a male, female, or both could do the work of the job.

	<u>Males Only</u>	<u>Both Genders</u>	<u>Females Only</u>
Nurse	_____	_____	_____
Hockey Player	_____	_____	_____
Pilot	_____	_____	_____
Receptionist	_____	_____	_____
Soldier	_____	_____	_____
Bus Driver	_____	_____	_____
Miner	_____	_____	_____
Farmer	_____	_____	_____
Elementary Teacher	_____	_____	_____
Police Officer	_____	_____	_____
Politician	_____	_____	_____
Hair Stylist	_____	_____	_____
Plumber	_____	_____	_____
Artist	_____	_____	_____
Judge	_____	_____	_____
Fashion Model	_____	_____	_____
Gymnast	_____	_____	_____
Scientist	_____	_____	_____
Archaeologist	_____	_____	_____
Football Player	_____	_____	_____
File Clerk	_____	_____	_____
Flight Attendant	_____	_____	_____
Race Car Driver	_____	_____	_____
Physician	_____	_____	_____
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sports Writer	_____	_____	_____
Carpenter	_____	_____	_____
Cab Driver	_____	_____	_____
Pharmacist	_____	_____	_____

Resource: Ideas for Personal Plan of Study/Career Portfolios

The ideas that follow are thought-starters as you and your colleagues formulate the guidelines for the Comprehensive Guidance aspect of student portfolios.

I. Foundation Principles:

1. The purpose of the portfolio is three-fold:
 - a. To serve as a storage/retrieval system for selected student work
 - b. To provide students and counselors with a “running record” of students’ achievement, their interests, their perceived aptitudes and abilities
 - c. To provide students with a place to collect their thoughts/feeling/wishes/goals regarding school, work, and themselves in relation to school and work as they progress through middle school and high school.
2. Portfolios are to be used FOR (not AGAINST) the student and his or her growth and development as a current and future citizen of the world.
3. Your ideas

II. Contents

1. Student’s Personal Plan of Study
2. Assessment Results (Informal and Standardized)
3. Student’s Life Career Goals
4. Student’s Reflections
5. Your Ideas

III. Storage/Retrieval/Access

1. Student Privacy is of utmost importance
 - a. The sensitivity of student-provided content is addressed “before the fact.”
 - b. Students are able to determine who has access to Portfolio
 - c. The district’s implementation policies/guidelines regarding The Family Educational Rights and Privacy Act will be followed.
 - d. All access/retrieval policies and guidelines will be “transparent” for the student, i.e., not secrets and no surprises as a result of information student includes in portfolio.
2. Storage of Portfolio is the responsibility of the school district
 - a. Notebooks?
 - b. Electronic?
3. In the case of some documentation it may be more appropriate for student to maintain information.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Who Am I as a Career?</p> <p>A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. How do the Career Paths relate to a person’s identity?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
<p>1. The student will use career and educational information resources to choose one Career Path, identifying training and education.</p>		<p>CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration.</p> <p>CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p> <p>CD.7.C.06: Recognize non-traditional work roles.</p> <p>CD.8.A.06: Evaluate career and educational</p>		<p>SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C. Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level-3</p> <p>DOK Level – 2</p> <p>DOK Level – 1</p> <p>DOK Level – 2</p>

		information resources. CD.8.B.06: Compare the different types of post-secondary training and education as they relate to career choices.				DOK Level – 3
2.	The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.	CD.7.A.06 CD.7.B.06 CD.7.C.06 CD.8.A.06 CD.8.B.06		SL.6.1 SL.6.4 L.6.1 L.6.3 L.6.4 L.6.5 L.6.6 WHST.6-8.7	CD A CD C	DOK Level–3 DOK Level – 2 DOK Level – 1 DOK Level – 2 DOK Level – 3
ASSESSMENT DESCRIPTIONS*:						
Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 1) Lesson 2: Tootsie Roll TM , Tootsie Roll TM , Who Art Thou? (Part 2)					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1) Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls.1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls.1) <input checked="" type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment (Ls. 1) <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 1) <input checked="" type="checkbox"/> Assigned Questions (Ls. 1) <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <input type="checkbox"/> Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit # 1 Title: How Do the Pieces Fit?

Grade Level: 7

Number of Lessons in Unit: 3

Time Required: Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am...*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am ...* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

CD.8.A.07: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)

CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

American School Counselor Association (ASCA) National Standard:

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 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 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Who am I? What appeals to me?
How are occupations inter-related?
How do people’s interests affect career choices?

Unit Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.
The student will research three possible careers and choose one for further investigation.

The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Concept Mapping)
- Experiential (Surveys)
- Independent Study (Research Projects)
- Interactive Instruction (Discussion, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.

Students will use graphic organizers to demonstrate related careers.

Brief Summary of Unit: Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

Student Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student’s prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).

For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics

Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 1)

Lesson: 1 of 3

Grade Level: 7

Length of Lesson: one class period

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7th grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	Reading and writing; compare and contrast; research
X	Mathematics	Data analysis
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete an interest inventory.

Lesson Preparation

Essential Questions: Who am I? What appeals to me?

Engagement (Hook): Partners tell each other qualities they see in one another and what career(s) they think they might be good at.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Introduce the interest inventory. Emphasize the intended purpose of interest inventories (to compare their interests with the interests of workers in specific occupations), how the inventory was developed AND to whom students' interests were compared to yield the students' results (people in the "norming" group). Stress the importance of sincere and deliberate responding. Administer the career interest inventory. 2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did 	<ol style="list-style-type: none"> 1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately. 2. Post-inventory: Reflect on process and respond to questions

<p>they “just do it” or did they do it thoughtfully and with a curiosity about themselves and their results? Help students anticipate their results as a way to gain interesting information to consider when making decisions about careers.</p> <p>(NOTE: It is important that EVERY student develops an awareness of his or her interests as measured by a comprehensive inventory; thus, plan a separate session for those who may have difficulty completing the inventory in a large group setting).</p> <p>3. Tell students that the results of the inventory will be used in the next lesson (Unit 1 Lesson 2). When using an online interest inventory, print a copy of each student’s results.</p>	<p>3. Students will share closing comments.</p>
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Teacher Follow-Up Activities

Students post their name in the correct area of a career path chart. Names are followed by one or two strengths the student possesses that attracted them to their career path.

Counselor reflection notes (completed after the lesson)

Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: If the Career Fits, Explore It! (Part 2)

Lesson: 2 of 3

Grade Level: 7

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

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

CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.

CD.7.B.07: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes.

CD.8.A.07: Utilize career and educational information to explore career paths of interest.

CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am...*, *Researching a Career* (optional)

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works.
	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 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing; compare and contrast; research
X Mathematics	Data analysis
Social Studies	
X Science	Scientific inquiry
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will research three possible careers and choose one for further investigation.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will choose a career of interest to research.

Lesson Preparation

Essential Questions:
 How do career interest inventories affect career choices?

Engagement (Hook): Instructor proclaims, “Tomorrow’s the day!”

Procedures:

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Say to students: You have to get a job by noon tomorrow!! The magic is ... you have the ability get the job of your dreams ... a job that will allow you to be yourself!! What will it be? You will use that job as you review the results of the interest inventory you completed during the last guidance lesson. 2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: <ul style="list-style-type: none"> • Do your results reflect <u>you</u>? • How do your results fit with the job you identified at the beginning of this lesson? • The person who “takes” an interest inventory must use the results (not let the results use them) with information they know to be true about themselves (e.g., “The truth is, I made a design when I darkened the bubbles—and have no idea what the question asked.”). 3. Review career paths and the attributes of those individuals who work in each. Compare the results of their interest inventories, the careers in each career path and the job they identified step 1 above. Is there a fit? Would you still choose the job you chose at the beginning of this lesson? Would you like to take the interest inventory again? 4. Provide instructions for the <i>Who I Am...</i> activity sheet and have students complete it by marking an X in the boxes that are like them. 	<ol style="list-style-type: none"> 1. Students will identify a job. 2. Students will review and reflect honestly on their individual results and consider the results in relation to the job identified above. They will ask clarifying questions. 3. Students will engage in a comparison of the career paths, workers, and the results of the interest inventories ...in light of the job they identified earlier in this lesson. 4. Review the <i>Who I Am...</i> activity sheet and ask clarifying questions.
<p>NOTE: <i>Students may be unfamiliar with the vocabulary on this activity sheet. The</i></p>	

<p><i>counselor may choose to read the items and offer explanation as questions arise.</i></p> <ol style="list-style-type: none"> 5. <u>Collect the completed activity sheets.</u> Tell students that during the next lesson, they will be using the results and that between now and the next lesson they will be discovering more about a specific occupation. 6. Explain that students are to research at least three occupations that are in the areas of high interest for them. Encourage students to investigate any career titles that are not familiar to them. Using one or more resources, students will research three careers of interest. From those three options, students will choose one that they will address when doing their reality check during the next lesson, based on the <i>Who I Am...</i> activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into. 7. Help students explore the career information resources available to them – on the internet, in the counselor’s office, in the school library. 	<ol style="list-style-type: none"> 5. Complete Step 1 of “<i>Who I Am...</i>” activity sheet; give to counselor after completing. 6. Students will research three possible careers based on career inventory results, choosing one that they will focus on for further investigation. Students will use highlighters to mark information about the career they have chosen, such as salary, working conditions, location, tasks and responsibilities, working alone or with others. (During the next lesson, they will be using the information gained from their career research to complete Step 2 of the <i>Who I Am...</i> activity sheet. 7. Students may use information downloaded from an online source, or if they are unable to print a hard copy of their career information from an online source, they can use the activity sheet <i>Researching a Career</i> to record information they find during the research they conduct.
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Teacher Follow-Up Activities

Students post careers they investigated on a classroom career path chart.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Who I Am

Name: _____ Grade: _____

A career I am considering: _____

Career path: _____

Step 1 Directions: Place an X in front of the statements that reflect your interests, abilities, and talents.

- | | | |
|--|--|--|
| <input type="checkbox"/> High salary
(over \$50,000) | <input type="checkbox"/> Working in a wet place | <input type="checkbox"/> Working in a safe place |
| <input type="checkbox"/> Middle income
(\$20,000 to \$50,000) | <input type="checkbox"/> Working in some hazardous
surroundings | <input type="checkbox"/> Working at the same location
all day |
| <input type="checkbox"/> Low income
(under \$20,000) | <input type="checkbox"/> Pleasant working conditions | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Staying clean | <input type="checkbox"/> Working outside | <input type="checkbox"/> Getting dirty |
| <input type="checkbox"/> Working in a factory | <input type="checkbox"/> Working in a rural setting | <input type="checkbox"/> Working in many areas |
| <input type="checkbox"/> Working in a store | <input type="checkbox"/> Working in an office | <input type="checkbox"/> Traveling as part of the job |
| <input type="checkbox"/> Working in a noisy place | <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working in a quiet place |
| <input type="checkbox"/> Working in heat | <input type="checkbox"/> Planning your own work | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working in cold | <input type="checkbox"/> Doing work that provides a
chance to be creative | <input type="checkbox"/> Working in air conditioning |
| <input type="checkbox"/> Working in a dry place | <input type="checkbox"/> Doing the same task each day | <input type="checkbox"/> Having a high level of
responsibility |
| <input type="checkbox"/> Following orders | <input type="checkbox"/> Spending lots of time with your
family | <input type="checkbox"/> Doing different tasks every
day |
| <input type="checkbox"/> Working a seasonal job | <input type="checkbox"/> Being your own boss | <input type="checkbox"/> Having vacation time |
| <input type="checkbox"/> Working for someone else | <input type="checkbox"/> Working short hours | <input type="checkbox"/> Having flexible hours |
| <input type="checkbox"/> Performing mental, rather
than physical, tasks | <input type="checkbox"/> Working a regular 40-hour week | <input type="checkbox"/> Having respect in the
community |
| <input type="checkbox"/> Working with details | <input type="checkbox"/> Working with tools | <input type="checkbox"/> Performing physical, rather
than mental, tasks |

- | | | |
|---|---|--|
| <input type="checkbox"/> Having good fringe benefits | <input type="checkbox"/> Manufacturing a product | <input type="checkbox"/> Performing a service |
| <input type="checkbox"/> Working while standing | <input type="checkbox"/> Working while sitting | <input type="checkbox"/> Helping people |
| <input type="checkbox"/> Doing work that requires a great deal of reading and writing | <input type="checkbox"/> Competing with others | <input type="checkbox"/> Working in an expanding career area |
| <input type="checkbox"/> Motivating others | <input type="checkbox"/> Influencing others | <input type="checkbox"/> Working in a city |
| <input type="checkbox"/> Working in the suburbs | <input type="checkbox"/> Supervising others | <input type="checkbox"/> Making decisions on the job |
| <input type="checkbox"/> Working in a declining career area | <input type="checkbox"/> No high school diploma or GED required | <input type="checkbox"/> Social skills required |
| <input type="checkbox"/> Listening skills required | <input type="checkbox"/> Following directions carefully | <input type="checkbox"/> Trade or technical school required |
| <input type="checkbox"/> Working with a chance for advancement | <input type="checkbox"/> Advanced college degree required | <input type="checkbox"/> Using writing skills |
| <input type="checkbox"/> Using speaking skills | <input type="checkbox"/> Using reading skills | <input type="checkbox"/> On-the-job training required |
| <input type="checkbox"/> Apprenticeship offered | <input type="checkbox"/> License required | <input type="checkbox"/> Memory skills required |
| <input type="checkbox"/> Working as a member of a team | <input type="checkbox"/> Good grooming required | <input type="checkbox"/> Using science skills |
| <input type="checkbox"/> Advanced math skills required | <input type="checkbox"/> Basic math skills required | <input type="checkbox"/> Union membership required |
| <input type="checkbox"/> Typing skills required | <input type="checkbox"/> Special skills required | <input type="checkbox"/> College degree required |
| <input type="checkbox"/> Social studies skills required | <input type="checkbox"/> Good manners required | <input type="checkbox"/> Working by myself |

Step 2 Directions: Place an O in front of the statements that are true for the career you researched.

Look closely at your responses. If there are both X's and O's in front of each of the statements, the career you are considering should appeal to you. If many of the X's (true for you) and O's (true for the career you researched) are not beside the same statements, you may need to rethink your reasons for considering this career as a potential career choice.

Adapted from Missouri Guidance The Box, 1998.

<p>Unit # 1 Title: How Do the Pieces Fit?</p> <p>Lesson Title: We Are All Pieces of the Puzzle Lesson: 3 of 3</p> <p>Grade Level: 7</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals. CD.8: Knowing Where and How to Obtain Information About the World of Work and Post-Secondary Training/Education.</p> <p>Grade Level Expectation (GLE): CD.7.C.07: Recognize the relevance of all work and workers and their existence in a global society.</p> <p>American School Counselor Association (ASCA) National Standard: 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 personal qualities, education, training and the world of work.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Completed <i>Who I Am ...</i> and <i>Researching a Career</i> activity sheets (see Lesson 2) Activity Sheet: <i>Map It Out</i> concept map (2 copies for each student); Item(s) purchased locally but produced in another country A small puzzle</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 6. Discover and evaluate patterns and relationships in information, ideas and structures. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
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.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify six jobs related to a career of interest, using a graphic organizer based on the six career paths.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, portfolio, etc.
 Students will be able to use graphic organizers related to careers and career paths.

Lesson Preparation

Essential Questions:
 How are occupations inter-related?

Engagement (Hook):
 Show students a small puzzle. Explain that without all the pieces, a puzzle is not complete. The same principle applies to the world of work. Each person who provides a service or who produces a product depends on others to make the process complete.

Procedures for Lesson

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Distribute students' completed <i>Who I Am</i> ... activity sheets. Have them complete the second part of the inventory. With one of the careers they researched in mind, students will mark the items that fit that career with "0". Divide students into task groups. Give each group a <i>Map It Out</i> activity sheet. 	<ol style="list-style-type: none"> Students will complete the second part of the activity sheet and review the match, asking himself or herself if their preferences would make them a good fit with the occupation they researched. Participate in group discussion while respecting the views of others.

<p>Encourage the groups to choose a specific career that they find appealing. The students will write the name of that career in the middle bubble. Ask the groups to consider related careers. Related careers are those that may not be the specific career goal they had in mind, but would allow students to be professionally involved in the career area desired. With each specific career, there are typically many related careers. The students will then brainstorm as many related careers as possible, placing them into the corresponding career path box(es). Encourage the students to come up with as many related jobs in as many career paths as possible. Some jobs may overlap many career paths, while others may not.</p> <p><u>Example:</u> A specific career may be a news anchor-person. Related careers might include: camera operator, copywriter, free-lance writer, reporter, producer, actor, and sportscaster.</p> <p>Allow 5 minutes for students to complete the activity sheet.</p> <ol style="list-style-type: none"> 3. Review the groups' results, soliciting opinions from the rest of the class. 4. Present items (products) purchased in the United States but produced in another country to the groups. Have them consider all the potential individuals who may have contributed to that product being available for purchase in the local store. Give each group another copy of the <i>Map It Out</i> activity sheet to use for this activity, and tell students to place the name of the product in the center and the names of related occupations in the career path boxes surrounding the product. 	<ol style="list-style-type: none"> 3. When the activity sheet is complete, groups will explain their choices for related occupations either to the whole class group or to another small task group. 4. Consider the many people who have work because of this product--in the country of origin and in the United States. Students will contribute ideas and listen to others' ideas through brainstorming, group discussion, and class discussion. Students will express different opinions while respecting the opinions of others.
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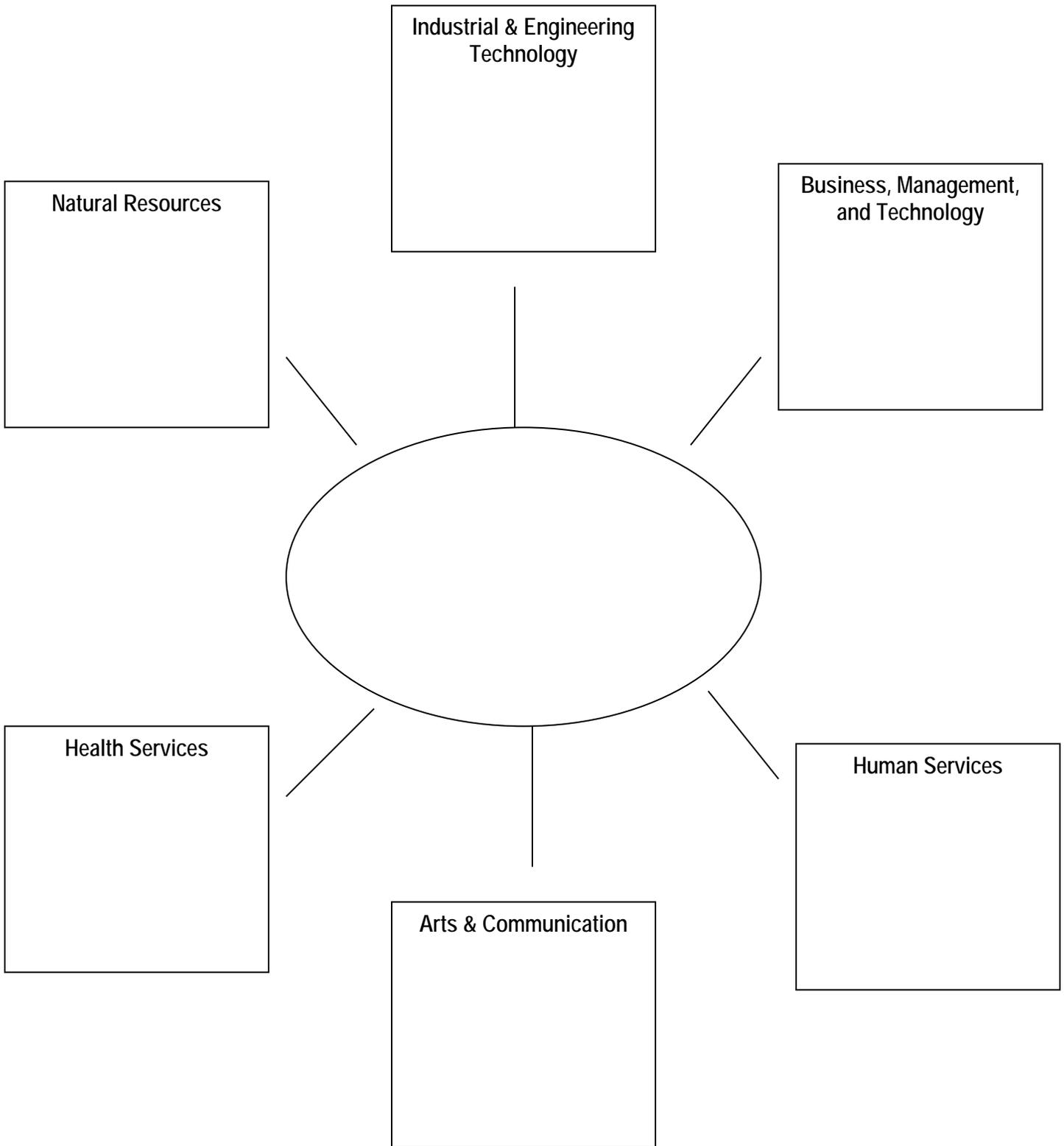
<p>Allow 5 minutes for students to complete the activity sheet.</p> <p>5. Discuss the groups' results for this exercise. Follow up with discussion of a global society, the value of all work and workers and the interdependence of people all over the world.</p>	<p>5. As closure, students will do a 2-minute writing summarizing what they have learned during this unit. These summaries may be included in the students' Personal Plan of Study/Career Portfolio.</p>
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Teacher Follow-Up Activities

Teacher may want to post *Map It Out* activity sheets on bulletin board so students can visually understand many examples of how various careers are dependent on one another.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Map It Out!



COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for career readiness and success.

Major Points: Employment readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

<p>UNIT DESCRIPTION: How Do the Pieces Fit?</p> <p>Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path. When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.</p>		<p>SUGGESTED UNIT TIMELINE: 3 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. Who am I? What appeals to me? 2. How are occupations inter-related? 3. How do people’s interests affect career choices? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<ol style="list-style-type: none"> 1. The student will identify interests and relate that information to career and career paths by completing an interest inventory. 		<p>CD.7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning.</p> <p>CD.7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes.</p>		<p>W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C. Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK – Level 3</p> <p>DOK – Level 2</p>

				WHST.6-8.9		
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.		CD.7.A.07 CD.7.B.07 CD.7.C.07 CD.8.A.07 CD.8.B.07		W.7.2 W.7.4 W.7.7 W.7.9 SL.7.1 SL.7.2 L.7.1 L.7.2 L.7.3 L.7.4 L.7.6 WHST.6-8.4 WHST.6-8.7 WHST.6-8.9	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3
<p>ASSESSMENT DESCRIPTIONS*: Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.</p> <p>Students will research three careers of interest and select one goal career. Students will use graphic organizers to demonstrate related careers.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle					

Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: If the Career Fits, Explore It! Lesson 2: If the Career Fits, Explore It! (Part 2) Lesson 3: We Are All Pieces of the Puzzle				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls.3) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 3) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit # 1 Title:How Does Who I Am, Relate to Planning for High School and Beyond?

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

Secondary Training/Education	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations: (GLEs)	
CD.7.A.08:	Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08:	Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08:	Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08:	Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08:	Evaluate personal, ethical and work habit skills as they relate to achieving the student’s educational career plan. (DOK Level – 4)
CD.9.B.08:	Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)
American School Counselor Association (ASCA) National Standard:	
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 personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
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. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing skills
X Mathematics	Math skills; data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
 How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
 The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
 The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
- Experiential (Narratives)
- Independent Study (Essays, Learning Logs)
- Interactive Instruction (Discussion, Think-Pair-Share, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College
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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out

Lesson: 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
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. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the “Mapping It Out” activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:
As you have traveled through your life’s journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, “Today, we are going to plan a trip.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. “When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?” 2. Choose a destination beforehand that is distant from your students’ home town, let students know what that destination is, then begin again with the instructions noted above. 3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered. 4. Make the following points through conversation with students. <ul style="list-style-type: none"> • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices? 	<ol style="list-style-type: none"> 1. Students will probably express confusion since the counselor has not given them a destination. 2. Students try to find as many routes as possible to reach the destination in the time allotted. 3. Students contribute their ideas. 4. Students respond to the prompts from the counselor.

<p>5. “No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?”</p> <p>6. “This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor.”</p> <p>7. “As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study.”</p> <p>8. “The first step may be boring for some of us, but we have to do it to prepare for our</p>	<p>5. Students may respond with the following:</p> <ul style="list-style-type: none"> • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path. <p>6. Students ask questions for clarification.</p> <p>7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>8. The resource: <i>Portfolio Checklist</i> will guide the organization of the students’</p>
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<p>journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available.</p> <p>“When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.”</p> <p>The resource: “Portfolio Checklist” will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection.</p> <p>Take about 10 minutes to organize the contents of your portfolio.</p> <p>9. Distribute <i>Mapping It Out</i> activity sheet. “An important part of planning for a trip is thinking about where you’ve been and where you are now.”</p> <p>Explain each section of the activity sheet. Allow time for students to work on through the activity.</p> <p>10. “What have you learned today?”</p> <p>11. “When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there.”</p>	<p>portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).</p> <p>9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.</p> <p>10. Students will respond with their insights.</p> <p>11. Students may have questions that need to be addressed by the counselor.</p>
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Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

Counselor reflection notes (completed after the lesson)

PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- Career Path Student Surveys
- Worker Interview
- It's All About Me!
- Ethical Dilemma Scenarios

Grade Level: 7

- Interview Checklist
- Who I Am...
- Researching a Career
- Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

Instructional Activity 2_CD7-9-Gr8-Unit1-Lesson1x Page 9 of 9
Mapping It—Where You've Been and Where You Are Now
Activity Sheet

MAP IT

Membership in Clubs & Organizations
(Include awards and recognition you have received.)

Job(s) & Volunteer Project(s)
(Include job shadowing experiences.)

Career(s) & Career Path(s)
(What have you researched or considered?)

Personal Strengths
(What do you do well? Include school subjects, as well as other personal strengths.)

My Values & Causes
(What character traits and social causes are important to you?)

Hobbies & Interests
(What do you like to do? Include school activities, as well as other interests.)

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

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 personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews. Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson. Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
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. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day’s lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

Lesson Preparation

Essential Questions:

How can I reach my future goals?

Engagement (Hook):

Return with one of the road maps from the previous lesson. “Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask students to relate hook statements to their own goals and plans.</p> <p>“During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future.”</p> <p>2. “First of all, we are going to consider where you’ve been and where you are now.”</p> <p>Using the completed <i>Resource Checklist</i> and <i>Mapping It Out</i> activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.</p> <p>3. “Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don’t have gas money or you don’t plan for the weather, your trip may not go as well as you hoped. Looking at your <i>Mapping It Out</i> activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead.”</p> <p>While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.</p>	<p>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</p> <p>2. Students will volunteer one or two concepts they learned and/or discovered about themselves.</p> <p>3. Students will review their information and evaluate the area(s) where they may need to improve.</p>

<p>4. “Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly.”</p> <p>Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity.</p> <p>Distribute <i>Mapping Out Your Personal Plan of Study</i> activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs.</p> <p>Schools using an online planning service may choose to utilize that service at this point.</p> <p>5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.</p>	<p>4. Students will respond with questions to clarify their understanding.</p> <p>5. Students will work individually to complete their high school personal plans of study.</p>
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<p>The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed.</p> <p><i>(NOTE: Be prepared for this activity to take two sessions.)</i></p> <p>6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared?</p> <p>Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.</p>	<p>6. Students will review their information with parents/guardians.</p>
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Teacher Follow-Up Activities

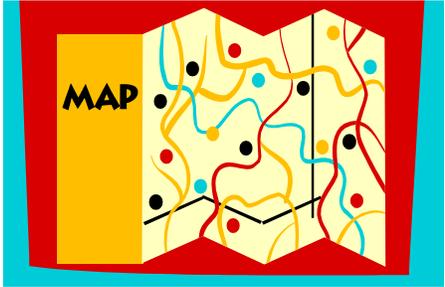
Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

Mapping Out Your Personal Plan of Study

Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

Career Path/Career Cluster:

Education/training required:

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

_____ Units of Mathematics

_____ Units of Language Arts

_____ Units of Social Studies

_____ Units of Science

_____ Units of P.E.

_____ Units of Personal Finance

_____ Units of Health Education

District Requirements:



What are some key school or community-based clubs, organizations, or activities will help you on your way?

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

Who can give you support and encouragement when you get "lost"?

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond?</p> <p>The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 50 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What does a person need to know about him/herself before embarking on career and educational planning?</p> <p>2. How can a person take control of his/her future?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will review his/her portfolio and complete the checklist for his/her portfolio.</p>		<p>CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>DOK Level – 4</p>
		<p>CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>		<p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>		<p>DOK Level – 3</p>
		<p>CD.8.A.08: Compare personal</p>				<p>DOK Level – 3</p>

		<p>interests with information about careers and education.</p> <p>CD.8.B.08: Identify the training and education required for occupations in career paths of interest.</p> <p>CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.</p> <p>CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.</p>				<p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>
<p>2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.</p>		<p>CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3</p>	<p>CD A CD C</p>	<p>DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4</p>

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
	<u>Direct:</u> ____ Structured Overview ____ Lecture	<u>Indirect:</u> ____ Problem Solving	<u>Experiential:</u> ____ Field Trips	<u>Independent Study</u> __x__ Essays (Ls.3)	<u>Interactive Instruction</u> ____ Debates	

<input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1) <input checked="" type="checkbox"/> Writing to Inform (Ls. 3) <input checked="" type="checkbox"/> Concept Formation (Ls.2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Narratives (Ls.3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls.3) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls.2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Lifelong Learning and Goal Setting

Grade Level: 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 minutes

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student's *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet "Occupational Trial Plan" Source: The "Occupational Trial Plan" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit Me? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need an example Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Lesson 4: Get Set for College

Materials/Special Preparations Required: College preparation materials such as ACT "Get Set For College" brochure (available free of

charge): <http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student

Grade 12

Lesson 5: Post-Secondary Checklist

Materials/ Special Preparation Required:

Am I Ready? Checklist

Pen or pencil

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

- CD.7.A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary. (DOK Level – 3)
- CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options. (DOK Level – 2)
- CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations. (DOK Level – 3)
- CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options. (DOK Level – 4)
- CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics. (DOK Level – 4)
- CD.7.C.11: Identify personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.8.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level – 4)
- CD.7.A.12: Utilize Knowledge of the world of work; personal interest; and strengths and limitations to develop short-and long-term post-secondary plans. (DOK Level – 4)
- CD.8.B.12: Know and understand the levels of training and education required for life career goals. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
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X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	<p>Mathematics</p>
X	<p>Social Studies</p> <ol style="list-style-type: none"> 4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	<p>Science</p>
	<p>Health/Physical Education</p>
	<p>Fine Arts</p> <ol style="list-style-type: none"> 1. Process and techniques for the production,

		exhibition or performance of one or more of the visual or performed arts
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Unit Essential Questions:

How do interests, strengths, and limitations change over one’s lifetime?
 Why do people’s career choices change?
 How does a person share his/her strengths and skills?
 What influences what a person wants to do with their life?
 Are career choices a decision or a journey?

Unit Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
 The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.
 Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.
 The student will apply knowledge of self to develop information to be used for post-secondary applications.
 The students will list the six steps to simplify college planning.

Unit Instructional Strategies/Instructional Activities:

- Direct (Compare & Contrast)
- Indirect (Problem Solving, Reflective Discussion)
- Experiential (Simulations, Surveys)
- Independent Study (Essays)
- Interactive Instruction (Panels, Discussion, Think-Pair-Share, Cooperative Learning, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Each student will complete his/her Personal Plan of Study.
 Students will fill out the post-secondary checklist, discuss the results, identify at least two postsecondary options and develop a transition plan for their current choice.

Brief Summary of Unit:

In this unit for 9th – 12th grades, students will learn and implement knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options. This unit will provide students with information, resources and competence to enable them to become lifelong learners and advocates for themselves when facing change and/or opportunities for change.
Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options

;;Unit 1 Title: Life-long Learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study* and Post HS Requirements

Lesson: 1 of 5

Grade Level: 9

Length of Lesson: 55 to 70 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.

Grade Level Expectations (GLEs):

CD.7.A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

American School Counselor Association (ASCA) National Standard:

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 decision.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students’ *Personal Plan of Study*

A panel of 4-5 workers from the school or community (invite representatives from a broad range of occupations within the community) to share personal stories with the class re: “I wish I had known then what I know now” or “If only I had known _____, I would have _____.”

Career interest inventory results

List of minimum entrance requirements for a variety of post-secondary options (including, but not limited to) colleges, universities, technical/proprietary schools, the military, apprenticeship programs, on-the-job training (OJT) and resources for gaining immediate post-high school employment. (From counselor and/or community resources)

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools an other resources to locate, select and organize information
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	10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will reevaluate, assess (review/rethink), and revise/refine their *Personal Plans of*

Study, adding information regarding education and training needed for potential career goals as needed.

Lesson Preparation

Essential Questions:

How have I changed?

Engagement (Hook):

Open the panel by saying something like: “If I had known then (1957) that I wouldn’t be able to buy a Ford Thunderbird on a teacher’s salary, I would have saved and invested more money.” Invite panel members to share their own “I wish I had known” experiences with the students.

Procedures

Instructor Procedures/Instructional Strategies:

NOTE: This lesson has three segments. The panelists will be involved in the first two segments and may choose to leave after the group conversations, OR they may choose to observe the remainder of the guidance lesson (with students’ “permission”). The three segments are: the panel discussion (about 20 minutes); small group conversations between panelists and students (about 15 minutes); and time for students to review/ rethink/ revise/ refine their individual *Personal Plan of Study*.

1. Facilitate the panel discussion of community members. Panel members will communicate “things” they wish they had known prior to making their personal career choices (allot a maximum of 5 minutes for each person’s narrative).
2. Divide class into small groups. “Assign” a panel member to each group. In the small groups students will be able to enter into more personalized conversations with the panel members. Encourage students to discover what panelist would have (or has) done to proactively counter the lacking or misinformation.
3. Distribute the students’ *Personal Plan of Study*, career interest inventories and results (if available), high school graduation

Student Involvement/Instructional Activities:

1. Students will listen and formulate personal questions as the panel members share their “I wish I’d known” reflections.
2. In the small groups, students will engage in a conversation with a panelist. They will be encouraged to ask insightful and thought-provoking questions about the lack of and/or misinformation one realizes after being in the chosen profession.
3. Students will review their *Personal Plan of Study* to remind themselves of the plan they developed in 8th grade.

<p>requirements (most current Missouri Department of Elementary and Secondary Education and local Board of Education requirements for all students), listings of the minimum entrance requirements for a variety of post-secondary education and training options, including, but not limited to colleges/ universities/ technical schools and a planning form to guide those students seeking immediate full-time post-secondary employment.</p> <p>4. Consider students' privacy rights and district policy to determine the appropriate level of student interactions with others (peers and/or adults). Facilitate/guide students' review of their <i>Personal Plans of Study</i>.</p> <p>5. When students have had an opportunity to review and revise/refine their current plans; they will write a note to you explaining the changes they are making. As the counselor reviews revised/refined Plans, make notes for follow-up with students via a classroom guidance lesson and/or scheduled Individual Planning sessions. Arrange for the copying of students' revised/refined <i>Personal Plan of Study</i> and return the copy to the student.</p>	<p>4. Students will use the information gained during the panel discussion; their completed (and tentative) Personal Plan of Study; their career interest inventory results (if available), the provided listing of minimum entrance requirements for a variety of colleges/ universities/ technical/proprietary schools or plan for immediate post-high school employment to help them review/ rethink/ refine/revise their Personal Plan of Study.</p> <p>5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.</p>
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Teacher Follow-Up Activities

Encourage teachers to share what they wish they had known before starting their job as a teacher.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Lifelong learning and Goal Setting	
Lesson Title: Revisiting the <i>Personal Plan of Study:</i> Using the “Occupational Trial Plan”	Grade Level: 10
Lesson: 2 of 5	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance and Counseling Big Ideas:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Expectations (GLEs):	
CD.7.A.10: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths and limitations.	
CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.	
American School Counselor Association (ASCA) National Standard:	
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.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet “Occupational Trial Plan” (copy for each student)
Counselor-completed “Occupational Trial Plan” to serve as an example for students’ plans (make several copies)
Source: “The Occupational Trial Plan” is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (Missouri Department of Elementary and Secondary Education, 1980)
Students’ <i>Personal Plan of Study</i> (initiated in 8 th grade and reviewed/revised/refined in subsequent years)

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas

X	<p>Goal 3: Recognize and solve problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.</p> <p>The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will identify job requirements/expectations of their personal career choices and compare these with their own personal preferences via completion of the “Occupational Trial Plan” and their individual <i>Personal Plan of Study</i>.</p>
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Lesson Preparation

<p>Essential Questions:</p> <p>I’ve changed my mind about my career plans three (3) times in the past month! I’m exploring the occupations as I consider them. How in the world can I ever keep track of everything I discover about the occupations and me?</p> <p>What does the Occupational Trial Plan have to do with my career choice?</p>
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Engagement (Hook):

So much to do! So little time!! Counselor explains his or her completed Occupational Trial Plan (make several copies to pass around for students to see)

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor: Complete your personalized Occupational Trial Plan and make several copies of it prior to class. Explain the processes you used as you responded to each question. Encourage students to look at your plan as they complete their own. Distribute blank “Occupational Trial Plan” Activity Sheets to students. 2. Monitor and encourage students’ completion of their “Occupational Trial Plans.” 3. Divide class into pairs to explain and clarify completed plans. 4. Review with students their new findings and any new career decisions about their proposed careers that they have made or are considering. This may be done as a classroom guidance lesson or as a part of the Individual Planning strategies. 5. After you have had an opportunity to review their plans, return <i>Personal Plans of Study</i> to students for inclusion in their “Important Papers” storage system (If your district has not adopted a plan/procedure for students to use to save “Important Papers”, encourage students to develop their own). 	<ol style="list-style-type: none"> 1. Following presentation of the counselor’s “Occupational Trial Plan, students will create their own plans. 2. Students ask clarifying questions as they respond to the questions 3. Students will explain and clarify their responses as they share their plans with a peer. During discussions with peer-partner, students will discuss/explain areas of certainty and areas of uncertainty. 4. Prior to counselor-review of students’ “Occupational Trial Plans”, develop questions to be discussed with counselor. 5. Students will lead the review of their “Occupational Trial Plans” by proposing questions and supporting choices as counselor helps students explore broader possibilities (if necessary). Students will store “Occupational Trial Planner

Teacher Follow-Up Activities

Work with classroom teacher(s) to develop a unit or lesson, which includes student research about unique job opportunities and their characteristics.

Counselor reflection notes (completed after the lesson)

The Occupational Trial Plan

The “Occupational Trial Plan” will help you organize your discoveries about the world of work and you! During the next few years you will be making choices that will influence your life satisfaction, success, and stability. Complete this plan thoughtfully and you’ll be better prepared than many to make the hard decisions that lie ahead of you!

(A reminder: You are to respond to the items from your own point of view ... your responses may be different from those of your friends.)

PART I: ALL THINGS CONSIDERED

Check () when task/activity has been completed

Underline one in each box

<p>() 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).</p>	<p>I can meet them I cannot meet them Not sure</p>
<p>() 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).</p>	<p>I can meet them I cannot meet them Not sure</p>
<p>() 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).</p>	<p>My interests and personality needs are in the following areas:</p>
<p>() 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.</p>	<p>They appear to be: Satisfactory Unsatisfactory</p>
<p>() 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.</p>	<p>Yes No</p>
<p>() 6. I can tolerate the disadvantages.</p>	<p>Yes No</p>
<p>() 7. I have investigated the job outlook in this occupation for the next 10 years.</p>	<p>The outlook is: Excellent Good Fair Poor</p>
<p>() 8. The activities of this occupation seem to be in harmony with my value system and life style.</p>	<p>Yes No</p>
<p>() 9. I have investigated the probable geographic area in which employment will be available in this occupation.</p>	<p>I am I am not ...willing to leave my home town area.</p>

PART II: MORE “THINGS” TO CONSIDER

1. Most workers in this occupation are found in (circle all that apply):

- | | | |
|---------|----------------------|-----------|
| Cities | Rural Areas | All Areas |
| Offices | Manufacturing Plants | Other |

2. Possibilities for promotion are: ___good ___ fair ___ poor.

3. The earnings I can make in this occupation are: ___satisfactory ___ unsatisfactory for me and the lifestyle I want to live.

4. I have___ have not___ discussed my plans with someone in this occupation.

5. I will take the following steps (include courses that are needed) to prepare myself for this occupation.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

6. I have___ have not___ considered the financial requirements of post-secondary preparation for this occupation.

7. I will either meet these financial requirements with my own resources or I will:

(Check all that apply)

- ___ Apply for financial aid
- ___ Apply for scholarships
- ___ Apply for a student loan from the institution I plan to attend
- ___ Find a job

8. I plan to seek further occupational preparation at one of these institutions:

	Name of Institution	Address	Area of Study
a.	_____	_____	_____
b.	_____	_____	_____

c.

**PART III: ALL THINGS (AND MORE) CONSIDERED:
PRIORITIES FOR THE FUTURE**

1. I have discovered that I will be happiest and most successful AT WORK if I

2. It will be important that my work is located ...

3. Satisfaction during my non-working time, means I

4. I will have a sense of stability in my work and non-work life if I ...

Signature

Date

<p>Unit #1 Title: Lifelong Learning and Goal Setting</p> <p>Lesson Title: Does My Career Fit me? (Venn Diagram) Lesson: 3 of 5</p> <p>Grade Level: 11</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p>Grade Level Expectation (GLE): CD.7.A.11: Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one’s own characteristics.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Paper and pencil. Teacher will need an example Venn Diagram on paper or PowerPoint.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas and structures</p> <p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>5. Reason inductively from a set of specific facts and deductively from general premises</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

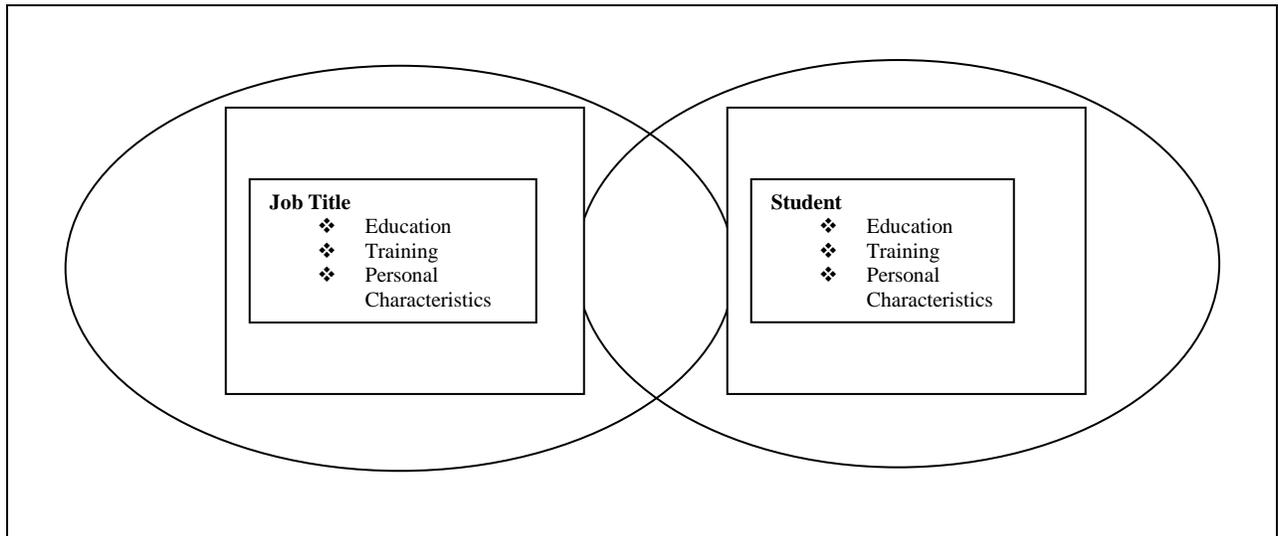
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.
 The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will list education, training requirements, and a minimum of four personal characteristics for their current job of choice and for self. Students will list the education, training, and personal characteristics for jobs in the left-hand section; the education, training and their personal characteristics in the right-hand section; and the education, training and personal characteristics that appear in both in the center section of the Venn Diagram.



Lesson Preparation

Essential Questions:
 Why is it important that individual characteristics fit with characteristics needed for life career goals?

Engagement (Hook):

Counselor example. How do my (counselor) educational goals, training goals, and personal characteristics compare with those of my career? Counselor will model development of Venn Diagram on whiteboard via personal example.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Instructor models own Venn diagram. 2. Students are instructed to list education, training requirements and a minimum of 4 personal characteristics for current job-of-choice and for self in the left- and right-hand sections of the Venn diagram. 3. Students are instructed to list, in the center section of the Venn diagram, all education, training, and personal characteristics that are the same for their current job-of-choice and for themselves. 4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work. 	<ol style="list-style-type: none"> 1. Students observe as instructor models. 2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on Venn diagram. 3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)

Unit #4 Title: Life Long Learning and Goal Setting	
Lesson Title: Get Set For College	Lesson: 4 of 5
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: 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.B.11: Apply research skills to obtain information on training and education requirements for post-secondary choices. (DOK Level 4)	
American School Counselor Association (ASCA) National Standard: Career Development: C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p>College preparation materials such as ACT “Get Set For College” college planning booklet (available free of charge): http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf for each student. (Consider having students download a copy before lesson)</p> <p>(NOTE: The ACT “Get Set For College” brochure is used as an example because of its ready availability and thoroughness; however, its inclusion is not intended as an endorsement of the ACT. You are encouraged to explore other possibilities [or you may want to develop your own activity book])</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will list the six steps to simplify college planning.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs.</p> <p>Assessment can be question answer, performance activity, etc.</p> <p>Students will complete a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.</p>
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Lesson Preparation

<p>Essential Questions:</p> <p>What do I want to do with my life?</p> <p>Engagement (Hook):</p> <p>On a map of Missouri, ask students to locate colleges that are of interest to them.</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>Note: While this lesson may seem to exclude those who are not going to college – the strategies may</p>	<p>Student Involvement/Instructional Activities:</p>
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<p>be modified to include employment immediately after high school. Additionally, participating in the college planning process communicates the message that college is within everyone’s reach ... if they plan and act!</p> <ol style="list-style-type: none"> 1. Instructor passes out “Get Set for College” college planning booklets to each student. 2. Students are guided through the six steps to simplify college planning: <ol style="list-style-type: none"> a. Know Yourself b. Consider College Characteristics c. List, Compare, Visit Colleges d. Apply for Admissions e. Develop a Plan to Pay for Your Education f. Review and Finalize Your Plans 3. Students are instructed to identify their NEXT step in college planning and to make a written plan. 	<ol style="list-style-type: none"> 1. Students will engage in reviewing “Get Set for College” 2. Students work through each step. 3. Students make a future plan.
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Teacher Follow-Up Activities

Have students look up college of their choice in Peterson Guide or use a computer college program (e.g., US News & World Report or Choices) and complete college comparison chart in the “Get Set for College” college planning booklet.

Counselor reflection notes (completed after the lesson)

<p>Unit #1 Title: Lifelong Learning and Goal Setting</p> <p>Lesson Title: Post-Secondary Checklist Lesson: 5 of 5</p> <p>Grade Level: 12</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Ideas: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals. CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</p> <p>Grade Level Expectations (GLEs): CD.7.A.12: Utilize knowledge of the world of work; personal interest; and strengths and limitation to develop short- and long- term post-secondary plans. (DOK Level 4) CD.8.B. 12: Know and understand the levels of training and education required for life and career goals. (DOK Level 4)</p> <p>American School Counselor Association (ASCA) National Standard: Career Development Standard C. Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Post-Secondary Checklist</i> pen or pencil</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify the post-secondary options for which they feel ready.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will fill out the checklist, discuss their results, identify at least two post-secondary options, and develop a transition plan for their current choice.

Lesson Preparation

Essential Questions:
 How will I know if I am ready to graduate?

Engagement (Hook):
 Have the students take a trip down memory lane. Discuss TV shows they have watched, clothes they use to wear, and activities they participated in: elementary school, middle school, and now. Then, have them brainstorm things that will change once they graduate.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Have the students discuss life in elementary school and middle school and now and the changes they have made and have seen in others.	1. Students participate in the discussion.

2. Discuss how transitioning from high school to college or work is very much like previous transitions they have made.	2. Students participate in discussion. (May have each student contribute by passing it to someone else.)
3. Ask students what they think they need to do to made the transition smooth. Hand out the <i>Am I Ready</i> checklist.	3. Students fill out the checklist
4. Have students discuss their choices.	4. Discuss with partner.
5. Students will each share their transition plans.	5. Share plans and discuss

Teacher Follow-Up Activities

Students may need to develop a transition plan for their choice.
Discuss transition plans with students.

Counselor reflection notes (completed after the lesson)

Post-Secondary Checklist

Name: _____ Date: _____ Teacher: _____

AM I READY:

FOR WORK?

- ___ I KNOW I WILL HAVE ALL OF MY CREDIT FOR GRADUATION
- ___ I KNOW HOW TO FILL OUT AN APPLICATION
- ___ I KNOW WHAT EMPLOYERS LOOK FOR
- ___ I HAVE THE SKILLS AND KNOWLEDGE FOR THE JOB I WANT
- ___ I HAVE A WRITTEN RESUME
- ___ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- ___ I KNOW I HAVE ALL MY CREDIT FOR GRADUATION
- ___ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- ___ I HAVE TALKED TO A RECRUTER
- ___ I UNDERSTAND THE COMMITMENT AND REPONSIBLITY INVOLVED
- ___ I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING

- ___ I KNOW I HAVE ALL THE CREDIT FOR GRADUATION
- ___ I KNOW HOW TO FILL OUT AN APPLICATION
- ___ I KNOW THE REQUIREMENT S TO 'GET IN' TO THE COLLEGE OR

TRAINING

- ___ I HAVE THE REQUIREMENTS TO 'GET IN'
- ___ I KNOW HOW I AM GOING TO PAY FOR THIS
- ___ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIMPLOMA (IF NEEDED)
- ___ I HAVE DISCUSSED THIS WITH MY PARENTS
- ___ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- ___ I KNOW HOW TO REQUEST MY TRANSCRIPT
- ___ I HAVE ALREADY TAKEN COLLEGE DUAL CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING)

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Goal Setting</p> <p>In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.</p>	<p>SUGGESTED UNIT TIMELINE: 4 Lessons</p> <p>CLASS PERIOD (min.): 55-70 minutes each</p>
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<p>ESSENTIAL QUESTIONS:</p> <p>1. How do interests, strengths, and limitations change over one’s lifetime?</p>

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.</p>	<p>CD.7.A.09: Compare current strengths and limitations with the individual’s career and educational plan and adjust the plan as necessary.</p> <p>CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.</p> <p>CD.7.A.10: Revisit current career and educational plan as it relates to</p>	<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2</p>	<p></p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.</p> <p>CD B. Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>CD C. Students will understand the relationship</p>	<p>DOK Level – 3</p> <p>DOK Level – 2</p> <p>DOK Level – 3</p>	

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
ASSESSMENT DESCRIPTIONS*:						
The summative assessment for the Career Development Strand is “The Ultimate Career Development Experience for Seniors” (see folder for Unit 6)						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	___x___ Direct ___x___ Indirect ___x___ Experiential ___x___ Independent study ___x___ Interactive Instruction					
1 2 3	See: Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See: Lesson 1 Grade 9 Revisiting the <i>Personal Plan of Study</i> and Post HS Requirements Lesson 2 Grade 10 Revisiting the <i>Personal Plan of Study: Using Occupational Trial Plan</i> Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)					

Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist				
<p>Direct:</p> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2,3,4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<p>Indirect:</p> <input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<p>Experiential:</p> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 4) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<p>Independent Study</p> <input checked="" type="checkbox"/> Essays (Ls. 4) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<p>Interactive Instruction</p> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls 1) <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3,4) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 4) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES:</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				

Unit 2 Title: Navigating Through the World of Work

Grade Level: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - www.missouriconnections.org

Choices – www.choices.org

Self- Directed Search – www.self-directed-search.com

ACT's Discover – www.act.org

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - <http://www.bls.gov/oco/>

Dictionary of Occupational Titles - <http://www.occupationalinfo.org/>

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org

Missouri Connections, www.missouriconnections.org

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

Grade 12

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

Missouri Comprehensive Guidance and Counseling Big Ideas:

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

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectations (GLEs):

CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)

CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)

CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)

CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)

CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)

CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)

CD.8.A.12: Utilize career and educational information in career decision-making. (DOK Level – 4)

American School Counselor Association (ASCA) National Standard:

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.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

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

	Goal 1: Gather, analyze and apply information and ideas
	1. Develop questions and ideas to initiate and refine research.
	2. Conduct research to answer questions and evaluate information and ideas
X	4. Use technological tools and other resources to locate, select and organize information
	5. Comprehend and evaluate written, visual and oral presentations and works
	6. Discover and evaluate patterns and relationships in information, ideas and structures
	7. Evaluate the accuracy of information and the reliability of its sources

	<p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, question and ideas while recognizing the perspectives of others</p> <p>6. Apply communications techniques to the job search and to the workplace</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics	
X	Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p> <p>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</p>

	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

Unit Essential Questions:

How do interests and goals fit together?
 How do careers differ?
 How does a job shadowing experience affect a person’s job choice?
 How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.
 The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.
 The student will complete a job shadowing experience.
 The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities:

Direct
 Indirect
 Experiential
 Independent study
 Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters
 The occupations that are included in each Career Path/Career Cluster and the

education/training required for specific careers.
Awareness of self and personal career interests
Computer use for research and composition of presentation.

<p>Unit 2 Title: Navigating the World of Work</p> <p>Lesson Title: Career Interest Inventory Lesson: 1 of 4</p> <p>Grade Level: 9</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Ideas: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals. CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.</p> <p>Grade Level Expectations (GLEs): CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths as a more specific organizer for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.</p> <p>American School Counselor Association (ASCA) National Standard: 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 decision.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Career Path/Career Cluster posters or handouts A career interest inventory such as: Missouri Connections - www.missouriconnections.org Choices – www.choices.org Self- Directed Search – www.self-directed-search.com ACT’s Discover – www.act.org</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on one’s own experience in preventing or solving problems</p>

X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>The student will complete a career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>How do interests and goals fit together?</p> <p>Engagement (Hook):</p> <p>Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Counselor explains the link of measured interests to his/her own career and how careers link to one another (e.g. linkages within each of the 6 Career Paths and 16 Career Clusters).The interest inventory you choose may be a “pencil and paper” version or an on-line version. Hand out</p>	<p>1. Students observe counselor’s information and refers to own career clusters’ sheet</p>

<p>selected interest inventory and explain directions OR direct students to online inventory.</p> <ol style="list-style-type: none"> 2. Counselor observes and helps students complete inventories. 3. Help students score and find careers that match their interests. 4. Have students share results with a partner. (Be sure to consider students’ privacy rights – review school board policy and allow students the choice of whether or not to share results with another person.) 5. As students review the results of the Interest Inventories, have them identify at least one career of interest. Partners will interview each other about their career of interest. Instruct students to introduce partners to the class as a worker in the career and career cluster of their partner with the class. 	<ol style="list-style-type: none"> 2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys. 3. Score and find career/interest matches. 4. Students work with a partner and share their results with each other (as appropriate). 5. Students will take turns sharing their partner’s choices.
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Teacher Follow-Up Activities

Have students write a paper on how their personal interests compare to their career choice.

Counselor reflection notes (completed after the lesson)

Career Paths

Working Together in Our Community



Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, *personnel, economics, and management.*



Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

Unit #2 Title: Navigating the World of Work	
Lesson Title: Investigating Career Resources	Lesson: 2 of 4
Grade Level: 10	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Ideas:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Expectations (GLEs):	
CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.	
CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.	
American School Counselor Association (ASCA) National Standard:	
Career Development	
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

<p>Listing of Career Paths/Career Clusters posters or handouts Activity Sheet: Outlook for Jobs in the Future Computer for each student or paper & pencil The <i>Occupational Outlook Handbook</i> - http://www.bls.gov/oco/ <i>Dictionary of Occupational Titles</i> - http://www.occupationalinfo.org/ On-line resources available through US government, e.g. America’s Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org Missouri Connections, www.missouriconnections.org Any other career resource Career Path Mini Poster</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>

X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

Lesson Preparation

Essential Question:
How do careers differ?

Engagement (Hook):
Did you know ... with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/ Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will give students handouts with Career Paths and Career Clusters and the Activity Sheet: “Outlook for Jobs in the Future”. Students will be instructed to select three jobs from the Career Clusters. 2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form. 3. Counselor monitors students’ progress. 	<ol style="list-style-type: none"> 1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters. 2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form. 3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

Students select one job and interview a person employed in that job. They could then write a paper entitled, “A Day in the Life of.....”

Counselor reflection notes (completed after the lesson)

Career Paths

Working Together in Our Community



Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

THE 16 CAREER CLUSTERS

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Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

OUTLOOK FOR JOBS IN THE FUTURE

Career Path Career Clusters	Job	Salary	Education	Outlook	Resource Used
Arts & Communication ----- Arts, A/V Technology and Communications					
Natural Resources Agriculture ----- Agriculture, Food and Natural Resources					
Business, Management & Technology ----- Information Technology Finance Marketing Business Management and Administration					
Industrial & Engineering Technology ----- Science, Technology, Engineering and Mathematics Architecture and Construction Manufacturing Transportation, Distribution and Logistics					
Health Services ----- Health Science					
Human Services ----- Human Services Hospitality and Tourism Government and Public Administration Law, Public Safety, Corrections and Security Education and Training					

Missouri Connections: www.missouriconnections.org
Occupational Outlook Handbook: www.bls.gov/oco
Dictionary of Occupational Titles: www.occupationalinfo.org
ONET: www.onetcenter.org
Other: www.careerclusters.org

Unit #2 Title: Navigating the World of Work	
Lesson Title: Job Shadowing	Lesson: 3 of 4
Grade Level: 11	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance and Counseling Big Ideas:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Expectations (GLEs):	
CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.	
CD.8.A.11: Synthesize information gathered from a variety of sources.	
American School Counselor Association (ASCA) National Standard:	
Career Development	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	
C. Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Job shadowing worksheets Phone contact form Teacher consent form Description and checklist Workplace tips Thank you letter Consent participant form Orientation form Questions form Reflection form Supervision form List of local businesses and organizations (prepared by counselor) Counselor Information Sheet for Job Shadowing

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. Conduct research to answer questions and evaluate information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

	6. Apply communications 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 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and idea
Mathematics	
X Social Studies	6. Relationship of individual and groups and institutions of cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete a job shadowing experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
The student will complete forms necessary to participate in job shadowing, complete a job shadowing experience and develop a reflection/projection narrative about the implications of job-shadowing experience for the future.

Lesson Preparation

Essential Questions:
How does a job shadowing experience affect a person’s job choice?

Engagement (Hook):

Use media (i.e. music, movie clips, etc.) to facilitate discussion on job shadowing experiences.

Procedures

Instructor Procedures/Instructional Strategy:	Student Involvement/Instructional Activity:
<p>Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.</p> <ol style="list-style-type: none"> 1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing. 2. The counselor asks students to think about their own interests related to jobs. Students are asked if they would like to know more about certain jobs. 3. The counselor discusses future plans for job shadowing. Job shadowing packets are distributed to the students and time is allowed for completion of forms 	<ol style="list-style-type: none"> 1. Students will learn what it means to job shadow. 2. Students respond to the counselor’s questions. 3. Students will complete necessary forms and start search for job shadowing placement.

Teacher Follow-Up Activities

Teacher could ask students to share some of their experiences during job shadowing. Student could also write a paper on job shadowing experiences.

Counselor reflection notes (completed after the lesson)

Counselor Information Sheet for Job Shadowing

Goal:

The goal is to have the student experience the world of work through job shadowing.

Role:

The role of the student during job shadowing will be to observe an employee for a short period of time to learn about the business, industry, or profession of the employee. The student witnesses firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options.

Students will:

1. Review the Job Shadowing Choices Checklist
2. Contact the host to set up a time and date for the job shadowing by using the Job Shadowing Choices Checklist
3. Receive and have completed:
 - a. Parental Consent to Participate Form
 - b. Transportation Form
 - c. Classroom Teacher Permission Form
4. Review Workplace Tips
5. Arrive on time
6. Dress appropriately

Students will report to (pre-determined) workplaces for a learning opportunity, to experience “real life” work in a career field.

During the job shadowing experience, the student observes his/her host, collects relevant information and asks questions (e.g. “What do you like about your job? What kind of skills or training do I need?”)

Standards and Criteria for Success:

As a result of the job shadowing experience, the student will be expected to complete some of the following activities:

1. Write a thank you letter (REQUIRED)
2. Complete the Job Shadowing Reflection Form
3. Keep a journal describing the site, the people, the work, and the environment
4. Submit a written report on the job shadowing experience.
5. Make an oral classroom presentation or poster presentation on careers represented at the job-shadowing site.
6. Ask workplace employer/supervisor to complete a job shadowing feedback sheet regarding the student participant.

Job Shadowing Choices Checklist

Future Job Interests

Local Businesses

Telephone Numbers

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Contact your first choice for your job shadowing experience. Introduce yourself and state briefly the purpose of your job-shadowing visit. If they agree to the visit, ask them what date and times would be convenient for them. Write them down and restate the date and time to make sure you have the information correct. If you are not familiar with the place ask where you should meet them.
2. Thank them for their time and express that you are anxious to meet with them.

Business and person you will spend time with _____

Date: _____

Times: _____

3. Be sure all necessary consent forms are completed:
 - a. Parent/Guardian Consent Form
 - b. Classroom Teacher Permission Form
 - c. Transportation Consent/Agreement
4. Review the Workplace Tips Sheet
4. Go on your job shadow
 - a. Use List of Prepared Questions
 - b. Leave the Job Shadowing Supervisor Reflection Form at the business and ask for its completion and return.
6. Write a thank you note to business (sample letter attached)
7. Fill out the Job Shadowing Reflection Form

Job Shadowing Parent/Guardian Consent Form

Your son/daughter has expressed an interest in participating in a job shadowing experience. He/she will be assigned to a professional/employee who will lead them through their department. They will discuss a typical workday and explore different aspects of working in their field of choice.

PERMISSION TO PARTICIPATE IN JOB SHADOWING:

My child, _____, may participate in Job Shadowing.

This Job Shadowing will take place at: _____

on _____.

I grant permission to photograph my child for identification, promotional and educational purposes. Should it be necessary for my child to have medical treatment while participating in the job shadowing program, I hereby give my permission to the personnel to render whatever medical treatment he or she deems necessary and appropriate. Permission is also granted to release necessary emergency/medical history to the attending physician, if needed.

Student's Name: _____ Phone: _____

Address: _____ City: _____ Zip: _____

Parent/Guardian: _____

Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?

_____ YES _____ NO

If "yes" please explain:

Have you signed a transportation agreement form? _____ YES _____ NO

Signature of Parent/Guardian

Date

Job Shadowing Classroom Teacher Permission Form

The Job Shadowing Program is an opportunity for students to spend a day, or part of a day, on the job with a person or professional who works in an occupation in which s/he is interested. This experience is an important step toward career planning and graduation. The student will be responsible for all schoolwork missed during this experience. Thank you for your cooperation.

Student: _____ Grade: _____

Job Shadow Experience

Date: _____ Time: _____

Place: _____

Signatures of teachers from classes you will miss when Job Shadowing

Period/Block 1 _____

Period/Block 2 _____

Period/Block 3 _____

Period/Block 4 _____

Period/Block 5 _____

Period/Block 6 _____

Period/Block 7 _____

Block 8 _____

Counselor/Coordinator Signature

Date

Parent/Guardian Signature

Date

Office given notice of absence? _____ YES _____ NO Date: _____

Job Shadow Transportation Agreement

I give permission for my child, _____,
to drive a vehicle to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

Parent/Guardian Signature

Date

* * * * *
I give permission for my child, _____,
to ride in a vehicle driven by _____
(Person Driving)
to _____
(Job Shadow Location)
on _____ for the purpose of Job Shadowing.
(Job Shadow Date)

Parent/Guardian Signature

Date

If you have any questions or concerns, please contact:

(List names of guidance personnel involved in job shadowing, phone number
and each extension.)

Workplace Tips

There are two general categories of factors that contribute to an employee's success at the workplace. First, employees must master a set of specific technical skills and experiences. Second, all occupations require general skills such as problem solving, communications and interpersonal abilities. During your job shadowing experience you will be introduced to employees using both technical and general skills. When you are at the workplace, think about these tips and what it takes to be a top employee.

Be honest.

Have a positive attitude. Be friendly, courteous, polite and cooperative with co-workers and clients.

Always be reliable and prompt. Customers and other workers are depending on you.

Notify the appropriate supervisor when you are going to be late or absent.

If you do not understand something, ask questions or ask for help. It is better to admit you are learning than to make a costly mistake.

Respond positively to constructive criticism.

Take responsibility for your actions.

Give your best effort at all times. If you have completed all your regular and assigned tasks, show initiative and seek additional work.

Challenge yourself to be a continuous, life-long learner.

Always be open to change.

Prepared List of Questions for Job Shadowing Experience

- How long have you worked here?
- What are your responsibilities?

- What basic skills and knowledge does he or she use?
 - Reading
 - Listening
 - Applying mathematics
 - Listening
 - Speaking
- What technical skills are necessary to perform this job well, and how are they used?
 - Using computers
 - Operating office machines
 - Repairing equipment
- Which of the following problem-solving skills are needed, and how are they applied?
 - Organizing and planning
 - Interpreting and communicating information
 - Thinking creatively
 - Making decisions
 - Analyzing problems
- What interpersonal (or “people”) skills are needed, and how are they used?
 - Serving customers
 - Participating as a team member
 - Teaching
 - Leading
 - Resolving conflict
 - Working with cultural diversity
- What type of schooling is required for this job?
- What new skills have been learned since then?
- How might this job change in the next five years? The next ten?

- How many days a week do you work?
- How many hours a day do you work?
- What is the average income for this type of job?
- Does this job provide a steady income?
- What are some advantages of this job?
- What are some disadvantages of this job?
- Why did you choose this type of work?
- Do you enjoy your work?
- What was the hardest thing to learn about the job?
- What do you especially like about the job?

Writing A Thank You Letter

Thank you letters are an important business courtesy. When you tell people how much you appreciate good things they have done, you reward them for their efforts and make a good impression about yourself.

It is important to thank your workplace host for the time and effort that has been given to help you in career exploration. The following is a model for a thank you letter.

Date (Month, Day, Year)

Your Workplace Host's Name
Your Workplace Host's Department
Street Address
City, State, Zip

Dear (Mr., Ms. Or Mrs. Workplace Host's Last Name)

Paragraph 1: Thank your workplace host for his or her time and helpfulness.

Paragraph 2: Tell him or her why the experience was important to you. Share some of the things you learned through job shadowing.

Sincerely,
Sign Your Name

Print your name below your signature

Job Shadowing Reflection Form

Name _____

Describe the department you visited.

What type of work activities did you observe during your job shadowing experience?

What did you like best about your job shadowing experience?

What did you like least about your job shadowing experience?

What surprised you the most about what you observed, heard, did and/or learned?

If you wanted to work in the department you visited, what might you do to prepare in the next five years, both in high school and afterwards?

Would you consider a career in this field? Why or Why not?

Job Shadow Supervisor Reflection

Name of Career/Occupation _____

Company/Business/Industry You Represent _____

Name of Participating Student _____

Was the student properly prepared for the visit? Yes No

Was the student's behavior appropriate? Yes No

How did you feel about the experience? Did you see any benefit to yourself or the student?

Would you be willing to have another student Job Shadow your career?

Yes No

Additional comments?

Signature of Job Shadow Supervisor _____

Please return to:
Counselor and/or Coordinator's Name
Name of High School
Address of High School
City, State & zip code

Unit 2 Title: Navigating the World of Work	
Lesson Title: What Do They Do?	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: (2) 55-70 minutes (Give time to set up and conduct interview)	
Missouri Comprehensive Guidance and Counseling Big Ideas:	
CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CG 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Expectations (GLEs):	
CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.	
CD.8.A.12: Utilize career and educational information in career decision-making.	
American School Counselor Association National Standard (ASCA):	
Career Development	
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

Materials/Special Preparation Required: None

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

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 7. Use technological tools to exchange information and ideas
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
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X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will write an essay from the information gathered through an interview with a person who has a career that is of interest to the student.

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
After interviewing a person who has a career that is of interest to the student, he or she will write an essay on the information gathered.

Lesson Preparation

Essential Question:
How does one obtain the job they want?

Engagement (Hook):
Do a mock interview with a community volunteer in class. Ask this person how they got their job, what education and or training did they need, what special skills did they need, some other needs for the job, benefits, salary, undesirable aspects of the job, and what made them interested in the job

Procedures

<p>Counselor Procedures:</p> <ol style="list-style-type: none">1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.2. Counselor instructs students to interview a person who has the career they would like, leading a discussion on how to approach them for an interview. <p>Part 2, Lesson 1</p> <ol style="list-style-type: none">3. Counselor monitors students' progress.	<p>Student Involvement:</p> <ol style="list-style-type: none">1. Students will brainstorm things they would like to ask someone who has the career they want. Each student will write one thing on the board. All students will copy the brainstormed list to use as a guide to develop their interview questions.2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay. <p>Part 2, Lesson 1</p> <ol style="list-style-type: none">3. Students write an essay based on this interview called "A Day in the Life of a /an _____"
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Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Navigating Through the World of Work</p> <p>This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.</p>		<p>SUGGESTED UNIT TIMELINE: One lesson per grade level</p> <p>CLASS PERIOD (min.): 55-70 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do interests and goals fit together? 2. How are careers different? 3. How does a job shadowing experience affect a person’s job choice? 4. How does one obtain the job he/she wants? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete a career inventory to identify at least one career of interest.		<p>CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future.</p> <p>CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1</p>	<p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B. Students will employ strategies to achieve future</p>	<p>DOK Level – 2</p> <p>DOK Level – 4</p>

		<p>identify occupations of interest.</p> <p>CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future.</p> <p>CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options.</p> <p>CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning.</p> <p>CD.8.A.11: Synthesize career and educational information gathered from a variety of sources.</p> <p>CD.7.B.12: Utilize knowledge of career exploration and planning to adapt</p>		<p>L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7</p>	<p>career goals with success and satisfaction.</p> <p>CD C. Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 4</p> <p>DOK Level 4</p> <p>DOK Level 3</p> <p>DOK Level 4</p> <p>DOK Level 4</p>
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		<p>to new career and educational opportunities as the world of work and technology changes.</p> <p>CD.8.A.12: Utilize career and educational information in career decision-making.</p>				<p>DOK Level 4</p>
<p>2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.</p>		<p>CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4</p>

			WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
3. The student will complete a job shadowing experience.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12	RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4	CD A CD B CD C	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4

				RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7		
4. The student will write one essay on his/her career interest.		CD.7.B.09 CD.8.A.09 CD.7.B.10 CD.8.A.10 CD.7.B.11 CD.8.A.11 CD.7.B.12 CD.8.A.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7	CD A	DOK Level – 2 DOK Level – 4 DOK Level – 4 DOK Level - 4 DOK Level - 3 DOK Level - 4 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*:						

<p>The summative assessment for all units in the High School Career Development Strand is the “The Ultimate Career Development Experience for Seniors” (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction				
1 2 3 4	See: Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See: Lesson 1 Grade 9 Career Interest Inventory Lesson 2 Grade 10 Investigating Career Resources Lesson 3 Job Shadowing Lesson 4 What Do They Do?				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 3) <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls. 3) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 3) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 4)

					_____ Conferencing
UNIT RESOURCES: Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/ ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit 3 Title: Respecting All Work

Grade Level: 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.

Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10

Lesson #2: Past, Present, Future (biography of your future)

Materials/Special Preparations Required:

Computers

Guidelines for completing the Biography activity

Materials to make timelines.

Source: The Biography activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MO DESE, 1980).

Grade 11

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities.

Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12

Lesson #4: Who Does What?

Materials/Special Preparations Required

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive Guidance and Counseling Big Idea:

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

Grade Level Expectations (GLEs):

- CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan. (DOK Level – 4)
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)
- CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA) National Standard:

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.
- B: Students will employ strategies to achieve future career goals with success and satisfaction.
- C: Students will understand the relationship between training and the world of work.

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 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 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 4. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. Evaluate the processes used in recognizing and solving problems 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions

	<p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	<p>1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues of ideas</p>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

Unit Essential Questions:

<p>What skills are necessary for the most effective interaction within group situations?</p> <p>How do people decide what to do with their lives?</p> <p>How can an individual make a difference?</p> <p>How can a person contribute to the well-being and betterment of the local and global society?</p> <p>What careers are important in maintaining a global society?</p>

Unit Measurable Learning Objectives:

<p>The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p> <p>The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p> <p>The student will list three activities he/she is involved in that make positive contributions to a global society.</p> <p>Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)</p> <p><input checked="" type="checkbox"/> Indirect</p> <p><input checked="" type="checkbox"/> Experiential</p> <p><input type="checkbox"/> Independent study (Learning Logs)</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)</p>

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable and necessary in maintaining a viable global society.

The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Concept of the manner in which they relate to others

Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).

An understanding of the term "global society"

Computer skills for research and composition of presentation.

Unit 3 Title: Respect for All Work	
Lesson Title: How I Relate to Others	Lesson 1 of 4
Grade Level: 9	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction. C: Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: “How I Relate to Others”, A self-assessment inventory that explores the relationship between self and others and the skills for working with others on group activities. Source: The “How I Relate to Others” self-assessment inventory is adapted from the <i>Missouri Career Education: Senior High-Exemplary Activities Handbook</i> , (MO DESE, 1980).

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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating informal and informal presentations and discussions of issues and ideas
	Mathematics

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The students will work in pairs or small groups to analyze and discuss the results of their “How I Relate to Others” Activity Sheet.

Lesson Preparation

Essential Questions:

What skills are necessary for the most effective interaction within group situations?
How can I measure whether or not I have the necessary skills?

Engagement (Hook):

Before starting the activities of this lesson make the statement: “Ask not what your country can do for you, but what you can do for your country.” Then ask “What does President Kennedy’s 1961 statement have to do with you, your choice of activities now, and your work in the future? That is the question that underlies our work in this unit. We will be learning more about our inter-connectedness, and our responsibilities to ourselves, each other and our global society. Keep JFK’s words in your mind as you consider your career choices and opportunities.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Students will be chosen to role-play group situation(s) that show effective and ineffective group interactions. Engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will participate in role-play or participate as observers.
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<p>2. Counselor will distribute the “How I Relate to Others” Activity Sheet. Introduce the Activity Sheet and emphasize the concept of conducting a self-assessment of relationship skills. Review each section of the Activity Sheet and ask students to complete the activity.</p> <p>3. When students have completed the Activity Sheet, the counselor will facilitate a discussion of the activity sheet and students’ responses with the group. One of the “prompts” might be: “What do you have to do differently in order to work more effectively with others?”</p> <p>4. You may want to collect the activity sheets and save the results for students to review as a part of the 11th grade unit 3 lesson: “Peer Review of My School and Community Activities.” (This is another instance when a “storage system” for students’ work will be useful!)</p>	<p>2. Students will complete the “How I Relate to Others” Activity Sheet.</p> <p>3. Students participate in discussion by talking about specific and/or general items.</p> <p>4. Students turn in their activity sheets.</p>
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Teacher Follow-Up Activities

Students will write a one-page paper discussing what they learned about themselves and how they will use the information to improve their relationships with others.

Counselor reflection notes (completed after the lesson)

How I Relate To Others

This form will help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps for using this form are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities which you will work to improve at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being "left out"			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

Problem-Solving Skills	Doing all right	Need to do it more	Need to do it less
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

Morale-Building Skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

Emotional Expressiveness	Doing all right	Need to do it more	Need to do it less
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			

Unit 3 Title: Respect for All Work	
Lesson Title: Past, Present, and Future	Lesson: 2 of 4
Grade Level: 10	
Length of Lesson: 55 to 70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
Grade Level Expectation (GLE): CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction. C: Students will understand the relationship between training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Computers Guidelines for completing the Biography activity Materials to make timelines. Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	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 3. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The students will recognize the inter-connectedness of other people, work, workers, the well-being of our planet, and themselves, evidenced by the autobiography individuals write.
 The student will be able to project a realistic portrayal of their life-long goals.

Lesson Preparation

Essential Questions:
 How do people decide what to do with their lives?
Engagement (Hook):
 Counselor presents an example of her or his “backward” timeline: Thirty years ago I was _____ years old. I lived in _____. Complete “backward timeline” with examples for each of the areas (see Timeline Activity Sheet).

Procedures

<p>Instructor Procedures/Instructional Strategy:</p> <ol style="list-style-type: none"> Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future. 	<p>Student Involvement/Instructional Activity:</p> <ol style="list-style-type: none"> Students will observe the counselor’s examples. Students will work in pairs to discuss and complete their timelines. Students observe counselor modeling the biography.
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<p>4. The counselor asks students to complete a biography for their future.</p> <p>5. Counselor will have students consider and include in autobiography, how his/her life-long goals are inter-connected to other people, work, workers, and the well-being of our planet.</p> <p>6. When “My Projected Autobiography” is completed, students will write a single paragraph summary: “Aha! If I want to _____, I will have to _____! Students will save timelines, autobiographies and “Aha Statements” for use during the senior culminating project.</p>	<p>4. Students complete biographies using the prompts included on the “My Projected Autobiography” Activity Sheet.</p> <p>5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.</p> <p>6. Students will “file” completed Activity Sheets and “Aha Statements” to use during their senior culminating project.</p>
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Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

Timeline Activity Sheet

Imagine that you are a biographer writing your own autobiography. Project your life 30 years from now. How will the world and, thus, your life be different in the following areas?

PROJECTED CHANGES				
Name: _____ Date: _____				
Thirty years from now, I will be _____ years old.				
I will be living in _____.				
Technology	Environment	Economy	World Politics	Health Care

My Projected Auto-Biography

Imagine that you are a biographer-turned-autobiographer. You are writing about your life 30 years from now. Use the projections you wrote on your timeline to help you anticipate your life in 30 years. What contributions will you make in your own community, and to the global society? By being your own auto-biographer, you will create a clearer vision about where you want your life to go, and identify possible pitfalls and stumbling blocks that might prevent you from getting there – and what you will do to “work around/over/under” the pitfalls/stumbling blocks.

<p>Unit #3 Title: Respect for All Work</p> <p>Lesson Title: Peer Review of My School and Community Activities Lesson: 3 of 4</p> <p>Grade Level: 11</p> <p>Length of Lesson: 55-70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.</p> <p>Grade Level Expectation (GLE): CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between training and the world of work.</p>

Materials (include activity sheets and/ or supporting resources)

<p>Individual list of school and community activities. Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p>

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling capitalization) 6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	

	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will list three activities he/she is involved in that make positive contributions to a global society.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 The student will complete a list of community and school activities.

Lesson Preparation

Essential Question:
 How can an individual make a difference?
 How can a person contribute to the well-being and betterment of the local and global society?
Engagement (Hook):
 Show video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor will ask students to write a list of their community and school activities (beyond “membership” in organizations) from the 9th grade until now. <p>(Note: emphasis is on the “act” in ACTivities. Activities do not have to be limited to “organized activities” (e.g., car washes and bake sales); they can also include individual efforts. The concept of social responsibility is embedded in this strategy.</p> <ol style="list-style-type: none"> When students have completed their lists of activities, they will write a statement of the 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students write a list of their community and school activities. Students will write a statement of the basic concept of their life long goals
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<p>basic concept of their life long goals/ life mission.</p> <p>3. When students have completed their lists of activities and their life-long goal, arrange for students to work with a partner to review each other’s lists. Taking turns, students will review his or her partner’s list of activities and goals and give feedback regarding how the activities relate to the partner’s life goals.</p> <p>4. Counselor asks each pair to report findings.</p>	<p>(life mission).</p> <p>3. Peer partner listens to feedback and recommends/suggests changes in his or her partner’s activities. The other student receives the feedback and determines the changes that need to be made.</p> <p>4. Each pair reports findings.</p>
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Teacher Follow-Up Activities

Students write a one page paper on how volunteer activities relate to life long goals.

Counselor reflection notes (completed after the lesson)

Unit 4 Title: Respect for All Work	
Lesson Title: Who Does What?	Lesson: 4 of 4
Grade Level: 12	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CG7 Applying career exploration and planning skills in the achievement of life career goals.	
Grade Level Expectation (GLE): CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.	
American School Counselor Association (ASCA) National Standard: Career Development: A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others. B. Students will make decisions set goals and take necessary action to achieve goals.	

Materials (include activity sheets and/ or supporting resources)

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P
<u>Do What You Are</u> , by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)
10 Steps to Creating a Personal Career Plan - Worksheet

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. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based o ways others have prevented or solved problems

X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	<p>Communication Arts</p> <p>3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will identify their personality types and discuss the value of each type in the world of work.

Lesson Preparation

Essential Questions:
 What careers are important in maintaining a global society?

Engagement (Hook):
 Go through the 4 areas (I/E; S/N; T/F; J/P) of the Myers/Briggs Type Indicator and have students stand on a line where they feel they fit. Put the continuum on the board.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>Instructor Procedures:</p> <ol style="list-style-type: none"> 1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type. 2. Counselor may record each student’s type while students read about their type. 3. Counselor will lead a discussion on types, using the plotted types on the board. 4. Counselor will review the material in chapter 6 that will explain the behavior of each type. 5. Counselor will instruct students on how to fill out the “10 Steps to Creating a Personal Career Plan” worksheet. 6. Counselor will make copies of worksheets and return originals to students. 7. Conduct a discussion on how all personality types and careers are valuable in a global society. 	<ol style="list-style-type: none"> 1. Students will read page 10-30 to verify their type and write their type on their worksheet. They will plot their type on the board using the chart on page 67. (May use a large piece of paper and record several classes on one with students writing their names.) 2. Students will read about their particular type/temperament. (Pages 32-64) 3. Students will declare their types/temperaments. 4. Students will listen and read along. 5. Students fill out worksheet and return to counselor. 6. Students will be able to sign up for a small group of their type to discuss career options if interested. 7. Students participate in discussion.

Teacher Follow-Up Activities

Teacher may choose to use the information about students’ personality types to group students for future group projects.

Counselor reflection notes (completed after the lesson)

Counselor will collect worksheets and make copies for the student’s portfolio and return originals to the student for their career research. Give the students time to research and return to the class to discuss any findings. Meet individually with students who are still having difficulties narrowing it down or making a decision.

10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____

Your Type : _____

Step 1-Verifying Type-List 2 Key words phrases that are true about you and give an example of why. List one blind spot true about you and why. (Chapter 3)

Truth: _____ Example: _____

Truth: _____ Example: _____

Blind Spot: _____ Example: _____

Step 2-Go to your Type Chapter and look at the work related (WR) strengths and weaknesses. Choose 2 (of each) you feel you have and list them below with examples of how you have used them in the past.

WR Strength: _____ Example: _____

WR Strength: _____ Example: _____

WR Weakness: _____ Example: _____

WR Weakness: _____ Example: _____

Step 3-Review your type's Important Criteria for Career Satisfaction then choose the top 5 for you from this list and write them below in rank order from most important as 1 to least 5.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 4-Using your current job or a past job you enjoyed write a situation, on the lines below, of how one of your top 5 (in Step 3) Satisfiers was met.

Situation: _____

Step 5-What interests you? Think about your strongest interests like hiking, running, writing or more general interests such as music or business. In either case, identify those things you enjoy so much you would do them for free (if you could afford to). List below.

Step 6-Skills-Review the skills listed on page 355. Pick you top 3 skills and give examples of why you think so.

Skill _____	Example _____
Skill _____	Example _____
Skill _____	Example _____

Step7-Careers to Consider-Refer to the Popular Occupations section of your type then list any career that interests you (even if they're not on the list). List at least 5. Briefly note what appeals to you about each.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____

Step 8-Evaluating Your Career Options-Analyze each career above asking yourself the following questions:

- How well does it make use of my best skills and abilities?
- How well does it make use of my work related strengths? (Step 2)
- How well does it meet my top 3 criteria for career satisfaction? (Step 3)

Record your observations below:

Step 9-Research Your Potential Career-Learn as much as you can. List below questions you have about the career you have chosen. The following are tips to finding out the answer to your questions. Make note of one thing you will do to find out more about the career you have chosen.

- ✓ **Interview people already in the job.**
- ✓ **Contact local colleges to find out programs in this field. Cost? Time?**
- ✓ **Use Internet to research this career in different companies.**
- ✓ **Investigate geographical information, where the jobs are located.**

Step 10-Develop a Customized Job Search Plan-Using the Internet, take this information about your type and find out more about the careers that interest you. (Pages 358-359 give examples of how to get started). Research Career Options, Learn About Specific Companies, Locate Job Opportunities, Identify Educational Training, Network, Prepare and Post Resume.....(You have a good start. Step 10 is on your own!)

E

Extroverts

Are energized by being with others

Like being the center of attention

Act, then think

Tend to think out loud

Are easy to “read” or know; share personal information freely

Talk more than listen

Communicate with enthusiasm

Respond quickly; enjoy a fast pace

Prefer breadth to depth



Introverts

Are energized by spending time alone

Avoid being the center of attention

Thinks things through inside their heads

Are more private; prefer to share personal information with a select few

Listen more than talk

Keep their enthusiasm to themselves

Respond after taking the time to think things through; enjoy a slower pace

Prefer depth to breadth

S

Sensors

Trust what is certain and concrete

Like new ideas only if they have a practical application

Value realism and common sense

Like to use and hone established skills

Tend to be specific and literal; give detailed descriptions

Present information in a step-by-step manner

Are oriented to the present

N

Intuitives

Trust inspiration and inference

Like new ideas and concepts for their own sake

Value imagination and innovation

Like to learn new skills; get bored easily after mastering skills

Tend to be general and figurative; use metaphors and analogies

Present information in leaps, in a roundabout manner

Are oriented toward the future

T

Thinkers

Step back; apply impersonal analysis to problems

Value logic, justice, and fairness; one standard for all

Naturally see flaws and tend to be critical

May be seen as heartless, insensitive, and uncaring

Consider it more important to be truthful than to be tactful

Believe feelings are valid only if they are logical

Are motivated by a desire for achievement and accomplishment

F

Feelers

Step forward; consider the effect of actions on others

Value empathy and harmony; see the exception to the rule

Naturally like to please others

May be seen as overemotional, illogical, and weak

Consider it important to be tactful as well as truthful

Believe any feeling is valid

Are motivated by the desire to be appreciated

J

Judgers

Are happiest after decisions have been made

Have a “work ethic”: work first play later (if there is time)

Set goal and work toward achieving them on time

Prefer knowing what they are getting into

Product oriented (emphasis is on completing the task)

Derive satisfaction from finishing projects

See time as a finite resource and take deadlines very seriously

P

Perceivers

Happiest leaving their options open

Have play ethic; enjoy now, finish later (if there is time)

Change goals as new information becomes available

Like adapting to new situations

Process oriented (emphasis is on how the task is completed)

Derive satisfaction from starting projects

See time as a renewable resource and deadlines as elastic

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The Three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Respecting All Work</p> <p>Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.</p>		<p>SUGGESTED UNIT TIMELINE:4 Lessons</p> <p>CLASS PERIOD (min.): 55-70 each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do people get along? 2. How do people decide what to do with their lives? 3. How can a person make a contribution to the well-being and betterment of the local and global society? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.</p>		<p>CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.</p> <p>CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals.</p> <p>CD.7.C.11:</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>DOK Level – 4</p> <p>DOK Level – 4</p>

		<p>Identify the value of personal contributions to the world of work as a result of one's career choices.</p> <p>CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.</p>		<p>L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8</p>	<p>CD C: Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 3</p>
<p>2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.</p>		<p>CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12</p>		<p>RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5</p>	<p>CD A CD B CD C</p>	<p>DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4</p>

				L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. The student will list three activities he/she is involved in that make positive contributions to a global society.		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4
4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group		CD.7.C.09 CD.7.C.10 CD.7.C.11 CD.7.C.12		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

discussion and completing worksheet.			W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
ASSESSMENT DESCRIPTIONS*: Formative Assessment for this Unit includes: Completion of “How I Relate to Others” Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. “The Ultimate Career Development Experience for Seniors” (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential				

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (biography of your future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation(Ls.1,2,3) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 1)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 3) <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES:					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf