Unit #1 Title: What Do Adults Do When They Go to Work? **Grade Level:** K

Number of lessons in the Unit: 3

Time Required: 90 minutes total (30 minutes for each lesson)

Lesson Titles:

Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1)
- Materials/Special Preparations Required:
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2)
- Materials/Special Preparations Required:
  - Student Materials
    - *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet*
    - *Magnifying Glass Activity Sheet*, classroom quantities
    - Markers/crayons
  - Counselor Materials
    - Oversized magnifying glass (paper or real)
    - *Tool Box: A Collection of Tools that Workers Use*

Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
- Materials/Special Preparations Required:
  - Completed parent interview and *Magnifying Glass Activity Sheets*
    - (These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
  - Oversized magnifying glass (paper or real)

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 Expectation (GLEs):

CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. (DOK Level - 2)

CD.8.B.0K: Identify the skills family members use in their work. (DOK Level - 2)

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.

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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	
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

What is work?

Unit Measurable Learning Objectives

The student will identify three roles and responsibilities of a family member's job.
The student will identify three skills a family member uses in his/her job.

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
____ Indirect
____ Experiential
____ Independent Study
_X_ Interactive Instruction (Discussion, 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.
The student will draw pictures of family members or other adults at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

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Brief Summary of Unit:
An important feature of this unit is the investigation of the world of work. Students will explore the work done by family members or other adults. Students will learn about roles, responsibilities, and skills during the lessons for the unit.

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 what family members or other adults do at work.
Vocabulary:
Work, Workers

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 1) **Lesson #** 1 of 3

Grade Level: K

Length of Lesson: 30 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 Expectation (GLE):
CD.8.A.0K: Identify role and responsibilities of family members in the world of work.

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)

Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will demonstrate knowledge of specific roles and responsibilities for various jobs. Assessment will be through the activities that accompany the "Tool Box" discussion.

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?

Engagement (Hook): Have or make an oversized magnifying glass. Tell the students that you are investigating the work people do. Ask the students to help you in the investigation.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Walk around classroom using oversized magnifying glass to get a closer look at various people and things in the room – act like a detective … without talking directly to students – Make comments like "hmm," "This is interesting," "I can use this as evidence." As you're walking around, gather "evidence" of a teacher's work role and responsibilities.	1. Students will demonstrate their engagement by following with their eyes.
2. Explain to students that they will help you investigate what people do while they are working. Ask 3-4 students to tell the class their definition of "investigate," "work" and "workers."	2. Students will contribute to the discussion by \volunteering definitions of "investigate" and "work" and workers.
3. Reveal the tool box. Pull out one or two tools; ask individual students to help you by holding the tools. As you take the tools out of the box, continue your investigator role	3. Students volunteer to hold tools and will respond with the name of the job or worker.

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with comments such as "Hmm…I wonder who would use this tool at work?" or "Who will demonstrate how a worker uses this tool? What skills does someone need to use this tool at work? Does anyone have a family member who uses this tool at work?" Follow the same procedure with 3 or 4 more tools (depending upon students' attention span).	
4. As you close the lesson for this day, ask students to tell one thing they have discovered about workers. Ask students to help you learn more about what people do at work by observing workers wherever they go. "During our next lesson together, we will talk about your observations and you will get to see more of the tools in the tool box	4. Students will volunteer to respond.

Teacher Follow-Up Activities

Encourage teachers to use vocabulary of work and roles and responsibility throughout the day and in other lessons.

Counselor reflection notes (completed after the lesson)

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Counselor Resource
Tool Box: A Collection of Tools Workers Use
Examples of Tools to Include in Tool Box

Please note that this list is not all-inclusive and one tool may work with a variety of jobs. Use toy tools and/or pictures as well as real tools in order to get broad representation of workers.

A reminder: The terms "tool" "job title" "role" "responsibility" may be unfamiliar to kindergarten students, e.g., their prior knowledge may associate the word "role" with something they eat (roll) or do (roll around on the floor); they may not have prior experience with the word "role" in relationship to what adults do on their job.

Tool	**Job Title**	**Role**	**Responsibility**
Hammer	Carpenter	Builds/Repair Houses	Follow plans/directions from homeowner.
Wrench	Mechanic	Repair Vehicles	Repair what the owner asks.
Paintbrush	Painter (or Artist)	Paint Rooms/Houses	Change color to satisfy the owner.
Pencil	Writer	Write Books	Meet deadlines
Hair Dryer	Beautician	Fix People's Hair	Talk with people about what they want done with their hair.
Bowl and Spoon	Chef	Cook Meals	Follow recipe
Stethoscope	Doctor	Help people who are sick	Listen to patient.
Ruler	Architect	Design buildings	Make sure the building is safe.
Books	Librarian	Provide information and resources.	Help people find books.
Telephone	Receptionist	Answer questions	Provide accurate information.
Calculator	Banker/Teller	Manage accounts	Accurately count money
Needle and Thread	Seamstress	Construct/Repair garments	Create or repair clothing to meet the interests of people.
Tractor	Farmer	Plant/Grow Crops	Take care of the crops/soil.

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 2) **Lesson** 2 of 3

Grade Level: K

Length of Lesson: 30 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 Expectation (GLE):
CD.8.A.0K: Identify roles and responsibilities of family members in the world of work.

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)

Student Materials: *Parent Letter/Family Member Job Role and Responsibilities Activity Sheet; Magnifying Glass Activity Sheet*, classroom quantities; markers/crayons
Counselor Materials: Oversized magnifying glass (paper or real); *Tool Box: A Collection of Tools that Workers Use*

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three roles and responsibilities of a family member's job.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student's understanding of roles and responsibilities of the various jobs will be assessed through completion of a drawing of a parent or other adult at work

Lesson Preparation

Essential Questions: (addressed during lesson)
What is work?
What is a role?
What is a responsibility?
Engagement (Hook): Come to class with the oversized magnifying glass, pretending to look at things and people through the glass.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
See Counselor Resource, *Tool Box: A Collection of Tools that Workers Use*.	
1. Say: "The last time I was here, we talked about why I have this big magnifying glass. Who's willing to remind everyone about why I need your help? What help do I need?"	1. Students will volunteer to answer questions.
2. Continue with – "A responsibility I gave you was to observe workers everywhere you went. What workers did you observe?"	2. Students will contribute to the discussion by naming workers they saw.
3. Re-introduce the tool box by asking students to remember one tool that was in the tool box.	3. Students tell the class one tool they remember.
4. Hold up a tool (e.g. a hammer) and ask students to name the tool. Continue by asking individuals which type of worker	4. Students will contribute to the discussion by naming the tool and a worker who would use the tool.

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uses the tool. Example: "Who uses a hammer as a tool at work?"	
5. Ask: What jobs do you do to help at home?" "The ways you help at home are your work and the jobs you do are your responsibilities. All workers have roles and responsibilities."	5. Students will contribute to the discussion by identifying responsibilities they have at home
6. "Can someone tell me what an interview is? An interviewer is someone who asks questions and records the responses. An investigator uses the skill of interviewing. Before our next guidance lesson, you will have a chance to be an investigator and interview a parent or another adult. You will be asking adult questions about his or her work." Provide opportunity for students to practice interviewing with a partner. Give each student a copy of the *Parent Letter* and the *Magnifying Glass Activity Sheet.* Tell students that the letter is for their parents and the magnifying glass will be used to "record" their investigation.	6. Students will contribute to the discussion by telling what they know about interviewers and interviewing. They will participate in the practice interview.
7. Explain to students that, after their interview with an adult, they will use the *Magnifying Glass Activity Sheet* to record (draw) one adult doing his or her job. (The activity aheet will be completed at home and returned to classroom teacher or counselor for use in the next guidance lesson).	7. Students will ask clarifying questions and will summarize what they are to do at home.
8. End session by commenting on investigator characteristics and commend the class on being good investigators of people at work.	8. Students take home the *Parent Letter* and *Magnifying Glass Activity Sheets*.

Teacher Follow-Up Activities

Classroom teachers will be encouraged to follow through on lesson by using the vocabulary words: role, responsibility, skills, tools, investigate, work, workers as a part of other class activities. Encourage students to ask workers about their work.

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Counselor reflection notes (completed after the lesson)

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PARENT /FAMILY MEMBER JOB ROLE AND RESPONSIBILITIES:
Cover Letter

Dear Parent/Guardian of a Kindergarten Student:

Today we began discussion of the roles and responsibilities of various jobs. During our next session, students will begin the creation of a classroom book to illustrate the jobs that family members have and the roles and responsibilities of those jobs. In order for your child to complete his/her page in the classroom book, please complete the following information and return to the school by _____.

Thank you in advance for your help in this project.

My _____ (insert family member: mother, father, grandparent, brother, sister, etc.) has a job as a _____(insert job name). At this job, he/she

_____

_____

_____

(Insert brief description of role and responsibility family member has in his or her job).

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Magnifying Glass Activity Sheet

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Unit #1 Title: What Do Adults Do When They Go to Work?

Lesson Title: Career Investigators - Jobs of Family Members (Part 3) **Lesson:** 3 of 3

Grade Level: K

Length of Lesson: 30 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 Expectation (GLE):
CD.8.B.0K: Identify the skills family members use in their work.

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)

Completed parent interview and *Magnifying Glass Activity Sheets*
(These were sent home with the students after the last guidance lesson. If they were not a part of the last guidance lesson, the activity sheets will be sent home at least a week prior to this lesson to give time for completion of interviews and return of the activity sheets)
Oversized magnifying glass (paper or real)

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

X	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society

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

	Academic Content Area(s)	**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the

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		visual or performed arts

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify three skills a family member uses in his/her job.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will describe the skills his/her family members or other adults use on the job, using the activity sheets completed with their parents or other adults as a guide.

Lesson Preparation

Essential Questions: (Review from lessons 1 & 2)
What is work?
What is a role?
What is a responsibility?
What is a skill?

Engagement (Hook):
Once again, bring in the oversized magnifying glass. This time, look through it at each child.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. "Boys and girls, I am back to continue in our investigation of what people do at work. Let's look at your activity sheets to find out what adults do when they go to work." Ask students to show their drawings to a partner and explain what they learned about the adult's job.	1. Students will tell a partner about two things they included in their magnifying glass illustrations.
2. Each student will have the opportunity to speak about what his or her family member does at work, and what skills are needed to be able to do the work.	2. Students respond by reporting what is written on their activity sheets.
3. After the students finish, ask them to name the kinds of skills they need in order to do their work at school and at home.	3. Students will offer their ideas.

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4. End by telling the students that they have been great investigators of the world of work. Have them give a high five.	4. Students give a high five.

Teacher Follow-Up Activities

Teachers may display the students' work as a booklet as delineated in the letter and may discuss how the skills students use in school can be used in many jobs.

Counselor reflection notes (completed after the lesson)

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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: What Do the Adults In Your Family Do When They Go to Work? An important feature of this unit is the "investigation" of the world of work. Students will explore the work done by family members. Students will learn about roles, responsibilities, and skills during the lessons for the unit.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What is work?

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 roles and responsibilities of a family member's job.		CD.8.A.0K: Identify roles and responsibilities of family members in the world of work. CD.8.B.0K: Identify the skills family members use in their work		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.4 L.K.5 L.K.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2
2. The student will identify three skills a family member uses in his/her job.		CD.8.A.0K CD.8.B.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.4 L.K.5 L.K.6RF.K.2 RF.K.3 W.K.8	CD C	DOK Level - 2

				SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6 L.K.4 L.K.5 L.K.6		

ASSESSMENT DESCRIPTIONS*:

The student will draw pictures of family members at work. The student will complete an Activity Sheet with parents listing the skills family members use for their jobs.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson 1: "Career Investigators" – Jobs of Family Members (Part 1) Lesson 2: "Career Investigators" – Jobs of Family Members (Part 2) Lesson 3: "Career Investigators" – Jobs of Family Members (Part 3)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations	_____ Essays _____ Computer Assisted Instruction _____ Journals	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming

	_____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Peer Partner Learning ___x__ Discussion (Ls 1,2.) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 3) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 1,2) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls 2.) _____ 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: What Work Do Adults Do At Your School? **Grade Level:** 1

Number of Lessons in Unit: 2

Time Required: 60 minutes (2-30 minute sessions)

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Workers Who Help Us At School (Part 1)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper
- Markers
- Writing paper for # 8

Lesson #2: Workers Who Help Us At School (Part 2)

Materials and Preparation Requirements:

- Magnifying glass
- Poster board or Chart Paper from previous lesson
- Markers
- Writing paper for # 8

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.A.01: Identify and compare roles and responsibilities of workers within the school. (DOK Level - 2)

CD.8.B.01: Identify the skills needed by the workers in the school (DOK Level - 2)

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.

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	4. Writing formally and informally

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	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

Unit Essential Questions:

What happens when a worker does not fulfill his/her responsibility?
What happens when a worker does not have the skills to do a job?

Unit Measurable Learning Objectives:

The student will identify roles of five school workers.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Structured Overview, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_X___ Experiential (Role-Playing)
_X___ Independent study (Learning Logs)
_X___ Interactive Instruction (Role-Playing, Cooperative Learning)

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 work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one of school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book *The Work Adults Do At School*.

Brief Summary of Unit:
This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

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 what the adults in their school do when they go to work.
Vocabulary:
Work, Workers, Investigate

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 1) **Lesson:** 1 of 2

Grade Level: 1

Length of Lesson: 30 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.A.01: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01: Identify the skills needed by workers in the school.

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)

Magnifying glass
Poster board or Chart Paper
Markers
Writing paper for # 8

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
	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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s):

	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		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 a contribution 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.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify implications of what would happen in the school community if we did not have a school worker to complete that role.

Lesson Preparation

Essential Questions:

What is a job? (Something that a person does. Examples: the custodian keeps the school clean; the teacher helps students learn; the cook prepares the food.)

What is a responsibility? (Things that are expected of the person in a work role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attend meetings, helps children manage their own behavior.)

Review the above concepts at the beginning of the lesson and the following concept after the activities relating to roles and responsibilities of workers.

Why are school and learning important to workers? (Summarize by telling students that they are describing the skills people need to be able to do their work.)

Engagement (Hook):

Arrive in classroom with magnifying glass; search classroom as if looking for clues.

On poster board or chart paper (use a media that you will be able to keep and bring back for additional lessons) have students brainstorm all of the people that work in the school setting. Examples may include: Principal, Counselor, Teacher, Librarian, Custodian, Cooks, Secretary, Bus Driver, School Nurse (add other roles as applicable to your school setting).

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**

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1. Re-introduce yourself. If you remember what we investigated in Kindergarten, hold up your hand. (Review Kindergarten lessons during which students interviewed parents and/or other adults about what they do in the world of work). I'm going to need your help again this year – You'll learn more about that in our next lessons together.	1. Students will demonstrate engagement by holding up their hands and contributing their ideas.
2. Post a piece of poster board or chart paper with a circle or outline of a school building on it. Ask students to brainstorm jobs of the people who work within the school. As students brainstorm the possible jobs, counselor records the suggestions (be sure to leave plenty of space between each of the jobs so you will be able to write more about each job later in the lesson).	2. Students will verbally brainstorm a list of jobs within the school building.
3. After students brainstorm the list of school workers, select one of the workers and ask students to identify what that worker does and the responsibilities of the person who does that job. For example, you might say, "Let's begin with the cooks. What is the role of the people who cook breakfast and lunch in our school?" Record responses under the job title "cook."	3. Students respond that the role of the cook is to prepare breakfast (if applicable) and lunch for others in the school.
4. As the students brainstorm, explain that they are describing the role of the cook and the counselor will record the role of the cook onto the poster.	4. Students come to a consensus on the role of the cook.
5. Ask the students to brainstorm the responsibilities of the school cooks. Say something like: "Now, let's make a list of all of the responsibilities that our school cooks have." As students brainstorm the responsibilities, counselor again records the responses.	5. Students brainstorm the responsibilities of the school cooks. Possible responses include: order food, cook food, serve food, get tables ready for students to eat on, wash trays and utensils, put away leftover food.
6. Follow the same procedure with the remaining school jobs listed in # 2.	6. Students respond as in the previous example.

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7. Ask students "How can we be sure that these lists are correct?" Guide students to include observation as a way to verify the accuracy of the lists.	7. Students offer suggestions, including observation. Counselor tells them that they are good investigators, and asks them to continue investigating until the next lesson by observing people doing their work.
8. In closing, ask students to draw a picture of one school worker job they would like to know more about (provide paper). Ask for 4 volunteers to tell the rest of the class the worker's job he or she drew. Collect the papers to help you identify the jobs that stood out for class members.	8. Students will draw a picture of one worker and volunteer to tell everyone the job they would like to know more about; turn in paper with the pictures of workers.

Teacher Follow-Up Activities

Ask teachers to help students observe the responsibilities of school workers throughout the day.

Counselor reflection notes (completed after the lesson)

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Unit #1 Title: What Work Do Adults Do At Your School?

Lesson Title: Workers Who Help Us At School (Part 2) **Lesson:** 2 of 2

Grade Level: 1

Length of Lesson: 30 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.A.01: Identify and compare roles and responsibilities of workers within the school.
CD.8.B.01: Identify the skills needed by workers in the school.

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)

Magnifying glass
Poster of job roles, responsibilities and skills generated by students in previous lesson
Lists of jobs students identified in #8 of Lesson 1
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
	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	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	X	Problem Solving
	Courage	X	Compassion	X	Tolerance

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X	Respect		Goal Setting		

Lesson Measurable Objectives (acceptable evidence):

The student will identify two roles and responsibilities of school workers.

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.
Through group discussion, the student will identify the roles and responsibilities of various school workers. The student will identify the skills that school workers need to complete their jobs.

Lesson Preparation

Essential Questions:
What is a role? (Something that a person does. Examples: the custodian keeps the school clean, the teacher helps students learn, the cook prepares the food.)

What is a responsibility? Why is it important for workers to have responsibilities? (Things that are expected of the person in that role. Examples: The custodian sweeps the floors, empties trash, cleans classrooms, vacuums, replaces toilet paper, orders cleaning supplies, etc. The teacher develops lesson plans, supervises children, grades papers, instructs classes, attends meetings, etc.)

What is a skill? Why is it important for people to have different skills? (Skills are specific abilities a person possesses. Skills help the person fulfill his or her responsibilities.) Example: A cook must use math skills to calculate the amounts of ingredients needed for specific recipes, reading skills to read recipes, listening skills to understand the likes and dislikes of the people for whom you are cooking. A custodian must use reading skills to read order forms, math skills to calculate how many supplies to order.)

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues.
Display the poster of student identified jobs from Lesson 1.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask student what they noticed in their investigation about the workers in the school … did they observe the worker(s) doing what they brainstormed during the last session?	1. Student will compare the previously brainstormed lists of school worker roles and responsibilities with their observations of school workers.
2. Begin a discussion with the students about the kinds of things the people in the different jobs need to know in order to do their jobs? (e.g. cafeteria worker would need to know how to cook, bake, serve; secretary would need to know how to type, be organized, etc.)	2. Students will contribute to discussion by naming thing~~s~~ workers need to know.
3. Explain that we call these skills. What skills do students have?	3. Students will give responses that indicate awareness of the skills they use in school.
4. At the end of the Lesson 1, students identified a job they would be interested in learning more about and drew a picture of it. Pair students who selected the same worker/job; tell students to discuss the skills they think the worker might need to be able to do his/her job.	4. Students discuss worker and skills with partners.
5. After three minutes, ask the pairs to name two skills that the workers in their pictures would need.	5. One person from each pair will report two skills identified.
6. End by telling students that they have shown investigating skills that will help them continue learning about the work and workers. Encourage students to keep working on the skills they need in **their** work as successful students.	6. Students give each other a high five.

Teacher Follow-Up Activities

Encourage teacher to follow-up by reminding students of the skills they are working on to become good students. Students may also draw pictures or write notes to the various workers in the school.

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Counselor reflection notes (completed after the lesson)

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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 & 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: What Work Do Adults Do At Your School? This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. What happens when a worker does not fulfill his/her responsibility?
2. What happens when a worker does not have the skills to do a job?

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 roles of five school workers.		CD.8.A.01: Identify and compare roles and responsibilities of workers within the school. CD.8.B.01: Identify the skills needed by the workers in the school		RF.1.2 RF.1.3 W.1.8 SL.1.1 SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6 L.1.4 L.1.5 L.1.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 2 DOK Level - 2

ASSESSMENT DESCRIPTIONS*:

The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book “The Work Adults Do At School”.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1	See Lessons: Lesson #1: Workers Who Help Us At School (Part 1) Lesson #2: Workers Who Help Us At School (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	___x__ Structured Overview (Ls.1) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls.1)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels ___x__ Brainstorming (Ls. 1) _____ Peer Partner Learning ___x__ Discussion (Ls. 2) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls 1,2) _____ 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: What Work Do Adults Do In Our Community? **Grade Level:** 2

Number of Lessons in Unit: 3

Time Required: 30 minute Lessons

Lesson Titles:

Lesson #1: All Around the Neighborhood – Part 1

Materials and Preparation Requirements:

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)

Activity Sheet: *What Adults Do at Work: Information Gathering Notebook* copies for each student – they will make a booklet for taking notes.

Lesson #2: All Around the Neighborhood – Part 2

Materials and Preparation Requirements:

Activity Sheet: *Worker Silhouette* (for each student).

Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.

Lesson #3: All Around the Neighborhood – Part 3

Materials and Preparation Requirements:

Completed Activity Sheet: *Worker Silhouettes* Each student completed as a part of Lesson 2.

Writing paper for narrative description of workers

Map completed in Lesson 1

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.A.02: Identify and compare roles and responsibilities of workers within the community. (DOK Level – 2)

CD.8.B.02: Identify the skills needed by the workers in the community. (DOK Level – 2)

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.

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

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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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and culture 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

Unit Essential Questions:

Why are roles, responsibilities, and skills important in the world of work?

Unit Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their community.

Unit Instructional Strategies/Instructional Activities:

__X__Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
_____ Indirect
_____Experiential
__X__Independent study (Learning Logs)
__X__Interactive Instruction (Brainstorming, 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 illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Brief Summary of Unit: Brief Summary of Unit:
The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.

Process: Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will

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observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the concept of the value of all work while focusing on the roles, responsibilities and skills of workers.

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 1 **Lesson:** 1 of 3

Grade Level: 2

Length of Lesson: 30 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.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02: Identify the skills needed by workers in the community.

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

Materials (include activity sheets and/ or supporting resources)

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce or downloaded from the internet.)
Activity Sheet: *"What Adults Do at Work: Information Gathering Notebook"* copies for each student – they will make booklet.

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	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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their 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.
The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Show the map of the businesses in the local community.

Note: The definition of community will depend upon your local area and the mobility of families, e.g., rural community may require families to travel to businesses and shopping areas in different parts of the county while families in a suburban area may be able to do business and shop in their town and urban families may rely on public transportation for mobility.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Post the map where all students can see it. Tell the students that they will be investigating what the people do when they go to work in the community. "Today, we are going to start by thinking of all the workers we can in our local community." As the students brainstorm the list of possible workers, record them on the map.	1. Students verbally brainstorm the businesses in the local community. Some possible answers include: grocery store clerk, gas station attendant, chef, food server, police officer, fire fighter, hair stylist, physician, nurse, postal worker.
2. Guide the students to think about the roles of community workers. "Let's choose one of these people to talk about for a little bit.	2. Students respond that the role of the police officer is to keep people safe and to maintain order in the community.

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What is the role of the police officer?"	
3. Guide students to think about the responsibilities of community workers. "Let's continue to talk about the police officer. What are the responsibilities of a police officer?"	3. Students respond with the police officer's responsibilities.
4. The counselor then says, "Let's think about what would happen if we did not have police officers working in the community. Would we be able to get along without someone doing the work?" Relate to the importance of all workers doing their jobs and doing them well. *Note: Two important concepts are emerging as a part of students' enduring understanding: 1--The importance of all work and 2--The importance of all workers doing their jobs responsibly.*	4. Students respond with their ideas.
5. Hand out Activity Sheet: *What Adults Do At Work: Information Gathering Notebook* Demonstrate for students how to put notebook together (see activity sheet).	5. Students will construct their information gathering notebooks.
6. Close lesson by asking students to investigate the work people do in the community. Introduce the idea of taking notes by asking them to write words in their information gathering notebooks about the workers they see. Tell students that you will be anxious to learn from their investigations and information gathering and will be eager to see their notes during the next lesson. Ask several to tell you what they will be doing between now and their next guidance lesson.	6. Students will volunteer and identify at least one community worker about whom they will make notes to remember important ideas.

Teacher Follow-Up Activities

Ask classroom teacher to follow-through by reminding students to write information they have gathered in their *Information Gathering Notebooks* and to have the notebooks for use during the next classroom guidance lesson.

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Counselor reflection notes (completed after the lesson)

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Back cover

What Adults Do at Work: Information Gathering Notebook

This notebook belongs to:

_____

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Cut on dotted lines; fold on solid lines

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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 2 **Lesson:** 2 of 3

Grade Level: 2

Length of Lesson: 30 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.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.01: Identify the skills needed by workers in the community.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: "*Worker Silhouette*" for each student. Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in # 3 of this lesson.

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	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	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

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Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their 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.
Students will illustrate the roles, responsibilities, and skills of community members on a silhouette of a worker and write a paragraph that summarizes the importance of those roles, responsibilities, and skills. The completed silhouettes and paragraphs will be bound in a classroom book.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Make comments that suggest you are looking for information about Community Workers. Fumble around a bit and ask students if they can help –guiding them to share the notes they have taken about the world of community workers.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Motivate students' memories by asking what they remember from the last session you had together. Guide them to remember talking about workers in the community. Continue by saying: "Let's review what we talked about regarding the police officer. What is the **role** of the police officer? What is the **responsibility** of the police officer? What would happen if the police officer was not there to do law enforcement work in our community?"	1. All students will respond in some way – either by sharing with a partner or by volunteering in the large group.
2. Guide the students to begin thinking of the skills of the community workers. (Review with the students what a skill is – see above in the essential questions.) "Let's continue to talk about the police officer. What are the skills that a police officer needs to do the job?"	2. Students respond with skills relevant to police officer's skills.

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3. Begin the activity with the students. Say something like: "Each of you will be given a blank silhouette; that silhouette will represent one of our community workers. (Options: 1. let students choose the workers they want to represent, 2. have students use one of the workers they included in the information gathering notebooks, or 3. assign the worker so that a broad range of workers is represented.) Continue by saying "Each of you will be illustrating this worker with the appropriate clothing or uniforms. You will include the roles, responsibilities, and skills that this worker possesses on or around the silhouette. You may use pictures and/or words to represent the roles, responsibilities, and skills of your worker." *Note: You may want to have a sample silhouette completed so students will have a visual representation of what they are to do.*	3. Students will identify "their" community workers and complete the silhouettes.
4. Continue by saying "Once again you have done a great job of investigating people and their work. The next time I come back, we will write a description of your worker." Collect the silhouettes for use during the next session.	4. Students return completed silhouettes to the counselor.

Teacher Follow-Up Activities

Ask teachers to continue to encourage students to gather information and take notes in their *Information Gathering Notebooks*. The teacher may wish to hang the silhouettes up in the classroom.

Counselor reflection notes (completed after the lesson)

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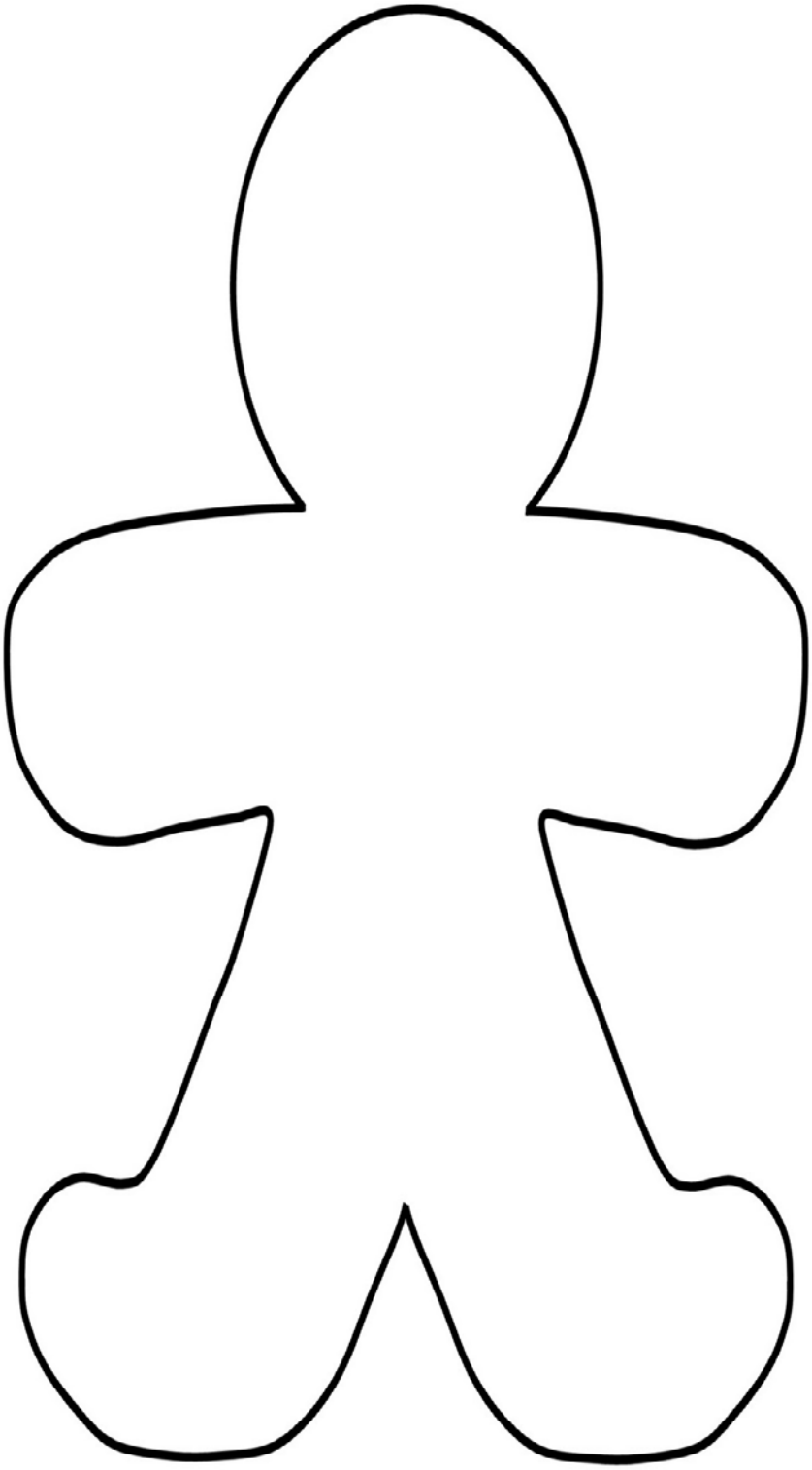
Activity Sheet: Worker Silhouette



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Unit #1 Title: What Work Do Adults Do In Our Community?

Lesson Title: All Around the Neighborhood – Part 3 **Lesson** 3 of 3

Grade Level: 2

Length of Lesson: 30 minute

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.A.02: Identify and compare roles and responsibilities of workers within the community.
CD.8.B.02: Identify the skills needed by workers in the community.

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

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: *Worker Silhouettes* completed by each student in Lesson 2.
Writing paper for narrative description of workers
Map completed in Lesson 1

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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.
The student will identify and compare skills of two workers (jobs) in their 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.
The student will illustrate the roles, responsibilities, and skills of community members and write a paragraph that summarizes the importance of those roles, responsibilities, and skills.

Lesson Preparation

Essential Questions:
How do a person's skills impact his/her roles and responsibilities in the community?

Engagement (Hook):
Arrive in classroom with magnifying glass; search classroom as if looking for clues. Post map created in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Return the completed silhouettes and give writing paper to the students. Tell them that the next step in the investigation of workers is to write descriptions of the community workers.	1. Working independently, students review the characteristics of their community worker and prepare to write their narratives.
2. Guide students in writing a brief narrative explaining the importance of this community worker's roles, responsibilities, and skills.	2. Students will write a narrative including the importance of their community worker's role, responsibilities and skills.
3. In groups of 6 (ideally, each student will represent one career path), ask students to verbally present their silhouettes, (Presentation may be to the entire class or to small groups.) Use the community map to help students identify where the workers work. Consider displaying the map and the silhouettes – using yarn to connect the	3. Students will use a 2-minute (friendly) persuasive argument to introduce the importance of their community worker to the class.

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workers with their work sites. 4. When all other activities have been completed, bind the completed Worker Silhouettes and narrative descriptions into a classroom book: *Important Discoveries – The Importance of Workers' Roles, Responsibilities, and Skill*s. Compliment the students on the thoroughness of their investigative work about community workers.	4. Students will work with the students in their small groups to organize their silhouettes and narratives in preparation for binding all silhouettes and narratives into a classroom book.

Teacher Follow-Up Activities

Work with teachers to post the silhouettes and narrative descriptions. This would be an excellent display for the business and community appreciation day (if the school sponsors such an event – If not, consider initiating one.).

Counselor reflection notes (completed after the lesson)

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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: What Work Do Adults Do In Our Community? The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why are roles, responsibilities, and skills important in the world of work?
2. How do a person's skills impact his/her roles and responsibilities in the community?

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 and compare the roles and responsibilities of two workers (jobs) in their community.		CD.8.ADO.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by the workers in the community.		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 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 C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2
2. The student will identify and compare skills of two workers (jobs) in their community.		CD.8.ADO.02 CD.8.B.02:		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD C	DOK Level – 2

				L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6		

ASSESSMENT DESCRIPTIONS*:

Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct _____ Indirect __x__ Experiential __x__ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)**
1 2	See Lessons: Lesson #1: All Around the Neighborhood – Part 1 Lesson #2: All Around the Neighborhood – Part 2 Lesson #3: All Around the Neighborhood – Part 3

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	___x__ Structured Overview (Ls. 1,2)	_____ Problem Solving _____ Case Studies	_____ Field Trips ___x__ Narratives (Ls.3)	_____ Essays _____ Computer Assisted	_____ Debates _____ Role Playing

	_____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	_____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	Instruction _____ Journals ___x__ Learning Logs (Ls 1) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Panels ___x__ Brainstorming (Ls. 1,2) _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls.1) _____ 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: Career Investigations: Jobs in the World of Work **Grade Level:** 3

Number of Lessons in Unit: 2

Time Required: 3-30 min. sessions

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: Becoming A Career Detective (Part 1)

Materials/Special Preparation Required:

An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)

Activity Sheet: *Interview Questions*

Activity Sheet: *Interview Summary*

Activity Sheet: *Investigative Reporter's Notebook* (optional)

Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

Lesson #2: Becoming A Career Detective (Part 2)

Materials/Special Preparation Required:

Completed interview activity sheets (from lesson 1)

Interview Summary Activity sheet

Magnifying glass and magnifying glass drawn on paper from previous lesson

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.A.03: Explain what workers do and need to know in various careers. (DOK Level – 2)

CD.8.B.03: Gather information regarding training and education for a variety of careers. (DOK Level – 2)

American School Counselor Association (ASCA) National Standard:

Career Development:

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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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	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why does our world need different types of jobs?
Why do people need jobs?

Unit Measurable Objectives:

The student will explain what workers do and need to know in two careers.
The student will gather information regarding training and education for at least two careers.

Unit Instructional Strategies/Instructional Activities:

_____ Direct
__X__ Indirect (Reflective Discussion)
_____ Experiential
_____ Independent study
__X__ Interactive Instruction (Discussion, Interviewing)

Lesson 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 student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.

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

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

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

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 1) **Lesson:** 1 of 2

Grade Level: 3

Length of Lesson: 30 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 Expectation (GLE):
CD.8.A.03: Explain what workers do and need to know in various careers.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will 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)

- An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)
- Activity Sheet: *Interview Questions*
- Activity Sheet: *Interview Summary*
- Activity Sheet: *Investigative Reporter's Notebook* (optional)
- Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

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

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	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)

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

Lesson Measurable Learning Objectives:

The student will explain what workers do and need to know in two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment may be question answer, performance activity, etc.
The student will contribute to discussion of skills, knowledge, and tools used in different careers.

Lesson Preparation

Essential Questions:

What do workers do on their jobs?
What do workers need to know to do their jobs?

Engagement (Hook):

Have or make an oversized magnifying glass. Remind the students of the "investigation" of the world of work that they have been conducting since kindergarten.

(Display the magnifying glass you have drawn on chart paper.) Ask the class, "Where have you gathered information about careers?" Where else might you obtain information? Record answers on magnifying glass on chart paper.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Write class responses on the magnifying glass. Guide responses from the sources they used in grades K, 1 and 2 (observing and talking with parents, school workers, and community workers to other resources such as books/ magazines/web quests)	1. Students respond with sources they have used and sources they will use.
2. Think of a well-known reporter (local or national) and ask students if they have ever	2. Students will respond with what they know about reporters. All students are

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seen or heard _____. The job title for _____ is "reporter." "What is the role of a reporter?" "What responsibilities does a reporter have?" Explain that you are hiring them as Investigative Reporters. Investigative Reporters investigate a "story" in depth. They will be doing in-depth investigations and gathering specific information. They will interview adults to uncover information about the roles and responsibilities of adults at work.	expected and encouraged to respond with what they already know about reporters.
3. The first worker they will investigate in-depth is "Teacher." Lead the class in a discussion of the career or job of a teacher. What does a teacher do? Write responses on the dry erase board, smart board, chart paper, or other.	3. Students responses might include Write Lessons, Present Lessons, Model Lessons, Assign Work, Correct Papers, Average Grades, Go to Workshops, Supervise Students, Go to Meetings, Call Parents, Discipline.
4. What does a teacher need to know? Write responses on the chalkboard. What training or education do teachers need?	4. Responses include: Responses to Questions and Tests, How to Teach Lessons, Steps to Solve Problems, the Subject and Content Areas.
5. Ask: "How might we find out more about what a teacher needs to know?" Tell students that you will be doing just that, interviewing their teacher. Give each student a copy of Activity Sheet 1 *Interview Questions*.	5. Student will respond with statements such as "We can discover more information through interviews. Students will look over the questions on the *Interview Questions* Activity Sheet.
6. Interview the classroom teacher using the list of questions. As you are interviewing their teacher, tell students to take notes on the *Interview Questions* Activity Sheet.	6. While the counselor interviews their teacher, students will take notes on the *Interview Questions* Activity Sheet.
7. After the interview, give students a copy of the *Interview Summary* Activity Sheet. Have students get into groups of 3 or 4 and, as a group, identify 1 responsibility, 1 job skill and 1 knowledge skill required for teachers to do their jobs. Write the responses on the *Interview Summary* Activity Sheet. Ask one or two groups to tell the class their responses. List their	7. Students will complete the *Interview Summary* Activity Sheet in small groups and report the information to the class. Each student will tell a partner what he or she has learned and still wants to learn about the World of Work and Workers.

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responses on the dry erase board, smart board, chart paper, or other.	
8. Close the lesson by asking students to tell a partner one thing they learned during the lesson and one thing they still want to learn about the World of Work and Workers.	8. Students may ask clarifying questions.
9. OPTIONAL: Introduce students to the *Investigative Reporter's Notebook* and explain that investigative reporters might use a notebook such as this to compile evidence in a logical way. Draw attention to the pages with the interview questions and point out the importance of asking each person the same BASIC questions (although reporters may ask additional questions of individuals).	9. OPTIONAL: Students will put together the *Investigative Report's Notebook* to be used to take notes during interviews and to help organize data they have gathered with the data gathered by other students during their interviews with workers.
10. If you choose NOT to use the *Investigative Reporter's Notebook*, give each student a blank *Interview Questions* Activity Sheet and tell them that they are to interview a worker, in the school or in the community and record the information on the Activity Sheet. These will be used for the next class session.	10. Students will review the process they will be using to conduct their investigation of the world of workers.

Teacher Follow-Up Activities

An excellent follow-up would be for the classroom teacher to invite a reporter to come to class to be interviewed. Ask teachers to provide opportunities for students to practice their interview skills by interviewing each other and/or finding out more information about the role and responsibilities of teachers.

It will be helpful if teachers would announce the due date of the completed *Interview Questions* Activity Sheets.

Counselor reflection notes (completed after the lesson

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Activity Sheet 1

INTERVIEW QUESTIONS

5 Ws and an H

Who influenced your decision to become a _____?

What do you like about your job?

What is your role as a _____?

What are some of your responsibilities as a _____?

What skills does a _____ have to have?

What school subjects do you use as a _____?

When did you decide to become a _____?

Where did you get your training to become a _____?

Why did you choose to become a _____?

How many years of training did it take to become a _____?

Is there anything else you would like me to know about being a _____?

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Activity Sheet: INTERVIEW SUMMARY
TEACHER INTERVIEW

Group Report

Group Members' Names

_____

1. We learned that our teacher's role is to:

_____

2. We learned that one of our teacher's responsibilities is:

_____

3. We learned that one skill our teacher uses is

_____

4. We learned that one knowledge skill our teacher needs is

_____

5. Another thing we learned about our teacher is:

_____

6. I might like to become a teacher

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

Group Member _____ YES NO Maybe

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Activity Sheet: Investigative Reporters Notebook

Back cover

TOP SECRET INFORMATION

World of Work Investigative Reporter's Notebook

Private Property of:

_____

Add extra pages as needed; cut on dotted lines; fold on solid

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INTERVIEW QUESTIONS 5 Ws and an H	INTERVIEW QUESTIONS 5 Ws and an H
Who influenced your decision to become a _____?	**W**ho influenced your decision to become a _____?
What do you like about your job?	**W**hat do you like about your job?
What is your role as a _____?	**W**hat is your role as a _____?
What are some of your responsibilities as a _____?	**W**hat are some of your responsibilities as a _____?
What skills does a _____ have to have?	**W**hat skills does a _____ have to have?
What school subjects do you use as a _____?	**W**hat school subjects do you use as a _____?
When did you decide to become a _____?	**W**hen did you decide to become a _____?
Where did you get your training to become a _____?	**W**here did you get your training to become a _____?
Why did you choose to become a _____?	**W**hy did you choose to become a _____?
How many years of training did it take to become a _____?	**H**ow many years of training did it take to become a _____?
Is there anything else you would like me to know about being a _____?	Is there anything else you would like me to know about being a _____?

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Unit #1 Title: Career Investigations: Jobs in the World of Work

Lesson Title: Becoming A Career Detective (Part 2) **Lesson #** 2 of 2

Grade Level: 3

Length of Lesson: 30 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 Expectation (GLE):
CD.8.B.03: Gather information regarding training and education for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A: Students will 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)

- Completed interview activity sheets (from lesson 1)
- *Interview Summary* Activity sheet
- Magnifying glass
- Magnifying glass drawn on paper from previous lesson

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 or informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objective:

The student will gather information regarding training and education for at least two careers.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The student will analyze and synthesize information collected after interviewing an adult about what they do and need to know to do their job.

Lesson Preparation

Essential Questions:
How do people's skills relate to jobs?
Why do job requirements change?
Why is it important that we find information on training and education requirements for jobs or careers?

Engagement (Hook): Magnifying glass from the previous lesson. Call students' attention to this.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the previous lesson. If possible, use the **magnifying glass** saved from the previous lesson (this included a listing of career information resources).	1. Students provide responses about sources of information: e.g., Books, library, Internet, television, newspaper.
2. Expand discussion beyond sources for world of work information to the training workers need and the places workers might get the needed training/preparation for their jobs.	2. Student responses about training might include on the job training, apprenticeships, military, technical schools, community college, and four year college.
3. Tell class that today they will be working in small groups to compile information about the training people need to do their work.	3. Students will ask clarifying questions
4. Ask students to get out their interview notes from the interviews they conducted with people at work. Divide the class into groups of four (4).	4. Students will "get out" their interview notes and take them to their groups of 4.

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5. Give group members a few minutes to talk with each other about the job or career of the workers they interviewed; encourage the use of the notes they took. Ask students to listen for the training or education requirements for the career.	5. In small groups, students will talk about information they discovered in their investigations about the training or education requirements needed for the career or job of the workers they interviewed.
6. Have Activity Sheet *Interview Summary*, ready for analyzing the information.	6. Group members will work independently as well as cooperatively to complete Interview Summaries to be used as evidence pages for the 3rd grade classroom book.
7. Have students share what they learned. Compile *Interview Summary Group Report Evidence Book*" which will be kept in the classroom	7. Groups will report information to the class and help compile evidence pages.
8. Student Reflection: Each student will write a concluding paragraph about his or her investigations.	8. Students will write a concluding paragraph in response to the prompt "As a result of analyzing the data collected by our team, I conclude the following about the world of work and me".
9. Close the lesson by expressing appreciation for the responsible work the students did investigating the training required for workers.	9. High Five!

Teacher Follow-Up Activities

Encourage teachers to talk about the "school skills" workers need. When teaching content areas, discuss careers, which are relevant, (e.g., mathematics: Accountant, Bookkeeper, Banker, Cashier).

Counselor reflection notes (completed after the lesson)

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Activity Sheet: INTERVIEW SUMMARY

Group Report/Evidence Page

Group Members' Names:

_____

Name of worker and job:

_____

1. We learned that this person's role is to:

   _____

2. We learned that one of this person's responsibilities is:

   _____

3. We learned that one skill this person uses is

   _____

4. We learned that one knowledge skill this person needs is

   _____

5. Another thing we learned about this person is:

   _____

6. I might like to become a _____

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

   Group Member _____ YES NO Maybe

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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: Career Investigations: Jobs in the World of Work In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. Why does our world need different types of jobs?
2. Why do people need jobs?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will explain what workers do and need to know in two careers.		CD.8.A.03: Explain what workers do and need to know in various careers. CD.8.B.03: Gather information regarding training and education for a variety of careers.		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 2
2. The student will gather information regarding training and education for at least two careers.		CD.8.A.03 CD.8.B.03		RF.3.3 RF.3.4 W.3.1 W.3.2 W.3.4 W.3.8 SL.3.1 SL.3.2	CD A	DOK Level – 2

				SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.4 L.3.5 L.3.6		

ASSESSMENT DESCRIPTIONS*:
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an "Evidence File" compiled as a classroom book.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2	See Lessons: Lesson #1: Becoming A Career Detective (Part 1) Lesson #2: Becoming A Career Detective (Part 2)

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls.1,2) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing	_____ Essays _____ Computer Assisted Instruction _____ Journals ___x__ Learning Logs (Ls. 1,2) _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons	_____ Debates ___x__ Role Playing (Ls. 1) _____ Panels _____ Brainstorming _____ Peer Partner Learning __x___ Discussion (Ls.1) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls.

		_____ Concept Attainment _____ Cloze Procedure	_____ Model Building _____ Surveys	_____ Learning Contracts _____ Homework _____ Research Projects ___x__ Assigned Questions (Ls. 2) _____ Learning Centers	1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ 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: The Road to Careerville: Exploring Career Paths & Requirements **Grade Level:** 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: The Road to Careers (Part 1)
- Materials/Special Preparations Required:
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
    - Career Path Strips (Master Copy of single page—to be cut into strips)
  - Activity Sheets for students:
    - "Career Paths and Example Jobs"
    - "Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education"
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 2: The Road to Careers (Part 2)
- Materials/Special Preparations Required:
  - Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
  - Counselor Resources:
    - "Career Paths and Example Careers"
    - "Career Path Posters" (set of 6)
  - Activity Sheets for Students:
    - "Career Paths and Example Jobs"
    - "The Relationship of My …" (see Lesson 1)
  - Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
  - Dry erase board/SMART board/other visual display
  - Poster board or construction paper
  - Pencils, markers

Lesson # 3: The Road to Careers (Part 3)
- Materials/Special Preparations Required:
  - Roadmap; Student-made posters completed in Lesson 2
  - Counselor Resources:

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Career Paths and Example Careers"
"Career Path Posters" (set of 6)
"Letter from *Careerville News* Reader" (1 copy for each group)
"Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students:
Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display
Poster board or construction paper
Pencils, markers

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.A.04: Relate current student learning to each of the six career paths. (DOK Level – 3)
CD.8.B.04: Outline the training and educational requirements for a variety of careers. (DOK Level – 3)

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

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the

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		visual or performed arts

Unit Essential Questions:

How does a person's education prepare him/her for future jobs and careers?
How do people prepare for careers?

Unit Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Unit Instructional Strategies/Instructional Activities

__X__Direct (Structured Overview, Guided & Shared –Reading, Listening, Viewing, Thinking)
__X__Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
__X__Experiential (Role Playing)
_____ Independent study
__X__Interactive Instruction (Role Playing, Brainstorming, Peer Partner Learning, Discussion, 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.
The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters, student-written letters, and through other media resources.

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

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in the unit?
Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources "Career Paths and Example Careers" "Career Path Mini-Poster").

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

Lesson Title: The Road to Careers (Part 1) **Lesson** 1 of 3

Grade Level: 4

Length of Lesson: 30 minutes (may require 2 sessions)

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.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6); Career Path Strips (Master Copy of single page—to be cut into strips)
Activity Sheets for students: *Career Paths and Example Careers, Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education*
Career information publications (e.g., */Children's DOT,* brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other, poster board or construction paper, pencils, 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	4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	

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	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)

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 gather information and present the information to a small group of peers during a chart-making activity. Working with a team, the student will 1) discuss and graphically represent on a poster board, the relationship of current (4th grade) learning to the responsibilities of workers in a specific Career Path and 2) will graphically represent the post-secondary training/education a person in that career path needs to succeed.

Lesson Preparation

Essential Questions: How does what a person learns prepare him/her for future jobs and careers?

Engagement (Hook): Come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass, and pretend to search classroom as if looking for clues. The counselor will say, "I am a detective who has been hired by the editor of the *Careerville News*. The editor's in-box is overflowing with letters from people who want to live and work in Careerville. I have been hired to help by investigating the work people do in Careerville. There are too many inquiries for me to be able to respond to them all, so I have hired you (students) to help with the investigation and to become Career Information Columnists for the *Careerville News.*

Draw a road on the dry erase board/SMART board/other, and write "Careerville" at the end of the road. Add the names of several careers that students explored in prior grades. Along the road, Inspector CareerSo (the counselor) will write the types of post-secondary training and/or education people need for each of the careers (e.g., 2-year college education in computer science, 4-year college degree in teacher education, 9 month Licensed Practical Nurse program at a local Career Center). Inspector CareerSo (the counselor) will say, "We are on a journey to "**Careerville**." All of us will have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. How can we prepare ourselves to arrive in Careerville ready to be the "best workers we can be?"

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. After the "hook," allow students to respond; write student responses on the path drawn on the board.	1. Students will respond to questions. (Go to school, study, go to college, follow the rules, etc.)
2. On the "**Careerville**" road, the counselor will write ***newspaper editor*** at the end. The counselor will say, "How might we prepare ourselves to become the editor of the Careerville newspaper? What skills does a newspaper editor need? What are you learning currently at school that would help you in your job as an editor?"	2. Students will respond to questions (learn to read, write, do math problems).
3. Using the set of six *Career Path Posters,* review the concept of Career Paths, presenting the career paths as a way to organize the World of Work and Workers in our minds. The counselor will say, "What jobs or occupations do you recall from your memory when I say "Helping Career Path?" The counselor will continue this process with the other Career Paths. **Helping Path** (teacher, custodian, waitress); **Health Path** (doctor, paramedic), **Business Path** accountant, administrative assistant; **Creative Path** (actors, radio and TV broadcasters, journalism); **Fixing, Building, and Technology Path** (construction worker, architect, auto mechanic), **Nature Path** (zookeepers, horticulture, farming)	3. Students will respond to counselor questions, naming the career paths and occupations in each path.
4. Divide the class into six groups and distribute Activity Sheets: "Career Paths and Example Careers" and "The Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training & Education" to each student. Say, "The Activity Sheet 'Relationship of my Current Learning, Worker Responsibilities, Post-secondary Training and Education' is an advanced organizer for	4. Students will write current learning in the first column of their Activity Sheet – being specific about the learning, e.g., "long division" instead of "math" and then share their answers with the class.

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the work you will be doing together. Think about your math lessons this week… what are you learning to do? Think about your science lessons? What have you discovered? Now write this information in the first of the three columns on the Activity Sheet. Think about your other subjects—what are you learning? On a blank piece of paper, write all the learning (in any subject) you can think of in the next 2 minutes." Call time after two minutes and ask several students to state a "current learning" he or she wrote.	
5. Facilitate Student Self Evaluation by saying "Reflect on the 'learning' you wrote on the blank piece of paper. Re-think your list by considering the difference between Subject Areas (e.g. History) and specific knowledge or skills (e.g. using the internet to research what it was like to live in Missouri 100 years ago). Focus on the knowledge and/or skill you are gaining and revise your lists by adding knowledge and skills to your lists. Revise and refine your lists by categorizing specific skills into subject areas (you may find that skills will fit into more than one subject area). For example: **Mathematics** — Long division, Problem-Solving **Communication Arts** — Letter-writing, Problem-Solving	5. Students will work with peers in small groups to reflect/ rethink/ revise/refine their lists.
6. Transfer the revised/refined lists to the first column of Activity Sheet. Add new skills as needed." *Counselor Clue: Remember—These lists are to be representative of the process – rather than exhaustive.*	6. Students will transfer lists to the first column of their Activity Sheet: "The Relationship of My Current Learning …"
7. Say, "In the middle column, you will be asked to write the names of careers. Look at the careers listed on the Activity Sheet "Career Paths and Example Careers". In the middle column, of the chart, write down the names of 3 or 4 careers you think you	7. Students will write the names of three careers they think they would like and three careers they think they would not like in the middle column. Students will then share what they have written.

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would like **AND** 3 or 4 you think you would not like." Suggest that students relate the academic skills needed for the careers they have chosen to the knowledge and skill they wrote in the first column. Continue by saying, "Think about the responsibilities of a _____ and then think about the knowledge and skills you are leaning today in school and how what you are learning now relates to the responsibilities of that career. Draw a line from the skill to a worker who uses the skill." After a few minutes, ask the students to share their ideas about how current learning connects with the responsibilities of workers in specific careers.	
8. Supply each group with a "career strip" (Resource: Career Path Strips [Master Copy]) and a large piece of construction paper or poster board folded in thirds. The counselor will instruct the students to sign their names on the back of the poster board. (Groups will use only 2/3 of the poster at this time. The other third will be used later.)	8. Students will write their names on the back of their poster board.
9. Explain that the first column on the poster board is where students will graphically represent six important skills they are currently learning.	9. Working in teams, students will determine the six important skills to be illustrated and will complete the first column on the poster board.
10. Explain that the Second Column is where students will write or graphically represent careers/jobs.	10. Students will complete the Second Column.
11. Next, instruct students to connect the current learning/skills to the careers/jobs with string or with lines drawn with markers. Remind students that each skill will be connected to more than one worker and each worker will be connected to more than one skill. While students are working, ask, **"What are you discovering about the relationship between your current learning and future jobs?"**	11. Students will connect current learning/skills to future jobs with string or lines. Students (one group at a time) will engage in answering the discussion question stated in counselor direction number eleven (11) by sharing their posters with the class.

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12. Close this part of the lesson by saying, "During our next session, we will match the careers you included on your poster with the post-secondary training/education required. Be sure to remember your group members." *Collect the groups' charts/posters, students' Activity Sheet, "Career Paths and Example Careers", and Activity Sheet/chart "Relationship of My Current Learning…" Bundle together in classroom groups for ease of retrieval. They will be completed during Lesson 2.*	

Teacher Follow-Up Activities

Arrange with classroom teacher to keep the Career Path Posters displayed.

Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. (See Resource: "Career Paths and Example Careers". Space has been left for additional careers to be added to each Career Path). Encourage relating the careers that apply to current learning during instruction and adding careers to the "poster."

Counselor reflection notes (completed after the lesson)

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COUNSELOR / TEACHER RESOURCE:

CAREER PATHS AND SAMPLE CAREERS

This Resource is provided as a "memory refresher" for the Career Paths. Remember, the careers listed here represent a small percentage of all the careers in each Career Path. As with any system of categorizing, there will be an overlap of Career Paths for many careers. Teachers are urged to post this in their classrooms and encourage students to add careers to the lists in the Career Paths as they learn about and/or discover new careers.

Creative Path

(Arts and Communications)
museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Business Path

(Business Management and Technology)
administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

Nature

(Natural Resources)
zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Health Path

(Health Services)
physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse.

Fixing, Building, and Technology

(Industrial and Engineering Technology)
construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Helping Path

Human Services
teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselor, minister

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Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.

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Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

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Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.

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Fixing, Building and Technology Path

(Industrial & Engineering Technology)

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

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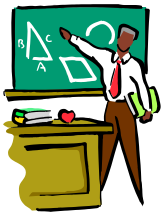
Helping Path

(Human Services)

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



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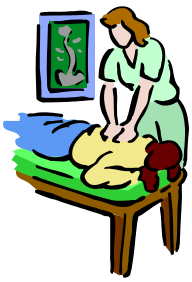
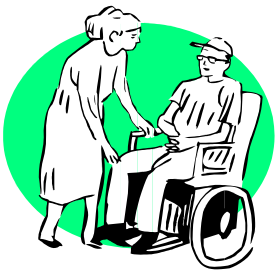
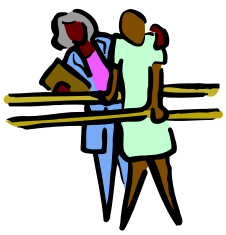


Health Path

(Health Services)

People who like to care for animals and people.





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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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

My Current Learning (e.g. Math: long division, Science: categories)	**Post-Secondary Training and Education** Where people go to learn how to do the work they love	**Worker Responsibilities in the _____Career Path**

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

Lesson Title: The Road to Careers (Part 2) **Lesson**: 2 of 3

Grade Level: 4 **Length of Lesson:** 30 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.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Student-made charts ("Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education") begun in Lesson 1
Counselor Resources: "Career Paths and Example Careers"; "Career Path Posters" (set of 6)
Activity Sheets for Students: "Career Paths and Example Jobs" "The Relationship of My …" (see Lesson 1)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Chalkboard, chalk, poster board or construction paper, pencils, markers

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	

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	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)

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson 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 student will complete the poster started in lesson 1 by adding the post-secondary options for training and/or education in the third column on the poster. Reminder: Column 1 = School-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Once again, come to class dressed as **Inspector "CareerSo"** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, "AHA! I see … The Career Paths lead to Careerville! WOW! You can get there in many different ways!" Draw a road on the dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "**Careerville**." Say, "All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Review the concept of "Post-secondary training and/or education." List on the board, examples of the many options for students after graduating from high school, e.g., apprenticeships, on-the-job training, the military, technical school,	1. Students will contribute post-secondary employment and education/training options.

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community college, and four-year college.	
2. Tell students to return to their "Lesson 1 groups" (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1.	2. Students will position themselves in groups.
3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group's poster.	3. Students will list post-secondary options in the third column of their posters.
4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs.	4. Students will use the career information resources made available by the counselor to research options available for specific careers.
5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection.	5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.
6. Facilitate students' developing ability to support their "statements" with evidence and documentation. Guide them to support their "matching" of work roles and post-secondary requirements by citing the source of the information they found while researching the post-secondary requirements of workers.	6. Students will discuss the research that "informed" their decisions to match specific jobs/careers with specific education and/or training requirements.
7. Inform students that during the next guidance lesson, they will be writing letters to the readers who are seeking advice about working in Careerville. Encourage their continued observation and reading about work and workers. Students will be using the information on their posters as well as information they find in other reliable sources to formulate	7. Students will listen.

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the information support for the advice they provide about choosing a career path or a specific job. NOTE: Save group materials (individual student's Activity Sheets, the group's resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.	

Teacher Follow-Up Activities

Ask the classroom teacher to keep the Career Path Posters displayed throughout the three lessons of this career unit. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: Career Paths and Example Careers).

Counselor reflection notes (completed after the lesson)

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

Lesson Title: The Road to Careers (Part 3) **Lesson** 3 of 3

Grade Level: 4 **Length of Lesson:** 30 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.A.04: Relate current student learning to each of the six career paths.
CD.8.B.04: Outline the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development:

A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.
C. Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Roadmap; Student-made posters completed in Lesson 2
Counselor Resources: Career Paths and Example Careers"; "Career Path Posters" (set of 6); "Letter from *Careerville News* Reader" seeking help (1 copy for each group); "Columnist's Response to a Reader" (1 copy for each group).
Activity Sheets for Students: Template for Friendly Letter (copies for each student)
Career information publications (e.g., *Children's DOT*, brochures available from professional organizations) and access to career information websites
Dry erase board/SMART board/other visual display, poster board or construction paper, pencils, 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

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	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)

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

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 write a friendly letter focusing on a specific career and include the correlation of the student's current learning with worker roles and responsibilities and the necessary post-secondary training and education requirements for that career.

Lesson Preparation

Essential Questions: How do people prepare for careers?

Engagement (Hook): Again, come to class dressed as Inspector "CareerSo." Draw a road on the Dry erase board/SMART board/other visual display. Write "Careerville" at the end of the road and remind students that we are on a journey to "Careerville." Using an oversized magnifying glass and a rumpled road map as props, pretend to search the classroom as if looking for clues and say, "I see that the Career Paths lead to Careerville! WOW! And there are SO many people on the road to Careerville—I hope we can help them find their way! You already know that people can get to Careerville in many different ways. All of us have the same destination: working to meet the needs of a community. Let's get started on OUR investigations and reporting about the world of work so we can help the people heading toward Careerville!

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Ask: What do you remember from our last guidance lesson about where people learn how to do their work? Review the concept of post-secondary training and/or education by writing information on the board regarding options available to	1. Students will respond to the counselor's questions regarding post-high school job or training opportunities in the area, or military options.

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students in the area (e.g., vocational schools, technical training programs, the military, and colleges). Inspector CareerSo (Counselor) will use prompts such as: "What kinds of jobs are available for individuals who want to enter a full-time job right after they graduate from high school? What training and educational facilities are located in our area for a person who would want to go to more school after high school?" (Provide time for students to respond and comment.)	2. Students will respond to question regarding the responsibilities of a *Columnist*, for example: Seek information Write Columns Reflect/ Rethink Revise/Refine content of columns.
2. Continue: Every job has responsibilities that require training—whether the training occurs on-the-job or in a training, educational, or military setting. For example, what job responsibilities does a Newspaper Columnist have?	3. Students will listen to the instructions and then gather in their previously assigned groups. Each student will choose a career/job of interest from the assigned career path.
3. Say, "Remember, I have hired you to help me investigate and report on the world of work. You will be working as columnists for the *Careerville News'* award-winning column "Career Information for those on the Road to Careerville." You will be working in the same groups as in Lessons 1 and 2 – each group represents one of the Six Career Paths and each student in the group will represent a career within that Career Path. Explain that the responsibility of each student is to publish accurate information about a career in his or her assigned Career Path.	4. Students will examine the three handouts and will ask clarifying questions as the Inspector (counselor) provides instructions.
4. Inspector CareerSo will read a letter from a reader asking for career information (Activity sheet: "Letter from *Careerville News* Reader"). The Inspector will review the elements of a friendly letter and then ask the students to examine the sample of the letter (Resource: "Columnist's Response to a Reader"). Each student will write a similar letter to the readers. (See,	5. Students will engage in the writing of the letters and will share their letters with the class.

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also, the Activity Sheet: "Template for Friendly Letter") If students do not have access to computers to write letters, they may write their letters on the template. 5. The letters will be self and peer critiqued. When the letters are completed, the counselor will ask each student to share his/her letter with a small group. Instruct group members to use "Letter from *Careerville News* Reader" as a guide to ensure that all questions are answered in each student's letter. (Suggestion: Use the "jigsaw" process for sharing – students have been working in expert groups addressing a single Career Path. In order to help peers learn about other Career Paths, arrange students in six-member groups so that there is at least one representative of each career path in each group). Before binding the letters into a booklet, you may want to post the letters outside your office for a broader audience. 6. The counselor or student volunteers will bind the letters into a classroom Career Information book.	6. Students interested in a career in publishing will volunteer to bind the letters into the classroom book.

Teacher Follow-Up Activities

The letter writing process might serve as a Communication Arts lesson on writing friendly letters. The process could be adapted to include writing a business letter to the readers. Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resources).

Counselor reflection notes (completed after the lesson)

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RESOURCE: LETTER FROM *CAREERVILLE NEWS* READER

1234 Rooftop Lane
Larae, MO, 65000

September 5, 2006

Dear CN Columnist,

I hope you can help me! I am seeking more information about the World of Work, and Workers. I am trying to decide where I want to live and work when I graduate from high school. Inspector CareerSo told me that Careerville is the best community in the world because all workers are valued and all work is important there. I want to move to Careerville and help make the community even better. The problem is that I have many, many skills and like to do many, many kinds of things. I study hard and enjoy all (well, most) of my learning. I just can't decide which career to choose. Since you have the reputation of being the most accurate source of information about careers in Careerville, I decided to write to you.

Would you please help me find answers to the following questions?

1. I know all Career Paths lead to Careerville. Which is the best path to take?
2. If a person follows that path, what is one of the jobs that he or she might like?
3. What "school skills" are needed in that job?
4. Can someone get this job when he or she graduates from high school? If not, what kind of post-secondary training or education is needed?
5. If you were thinking about doing this job, what are some things you would like about it?
6. If you were thinking about doing this job, what are some things you would NOT like about it?
7. Do you know of anything else I should know about Careerville, or the job you are suggesting?

That's all the questions I have for now. Thank you very much for your time. I am looking forward to your reply.

Sincerely yours,

A Career Adventurer

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RESOURCE: COLUMNIST'S RESPONSE TO A READER

4234 Careerville Newspaper Way
Careerville, MO 65216
Today

Dear Career Adventurer (C. A.),

I am glad you wrote to the CN Columnist. I have some ideas. However, C. A., you are the only one who can decide what is best for you! Since you didn't tell me very much about yourself, I will tell you about what I think is the best Career Path—the Helping Path! Remember, though, YOUR favorite or best Career Path will depend on YOU knowing what you like to do and/or would like to do in the future.

If you like to help other people and like to talk with people, and if the Communication Arts subject area is one of your strengths, then there are several careers for you in this career path. The one I will tell you about is "Teacher." This might be a good career for you because you said you like to learn and that you have a lot of skills – so do teachers. My teacher has to know all the school skills because he has to teach them to all of us. I know my teacher had to graduate from college after he graduated from high school, because his college diploma is hanging in our classroom. He tells us almost every day that he worked hard to get that diploma and he is proud to display it.

As for ME and a teacher's job—here are some things I would like about it:

- I would get to help great kids (like me) learn.
- I would get to eat lunch in the Teachers' Lounge.
- I would be able to decide what projects the kids would do.
- I would be able to help people solve problems.

And here are some things I would NOT like about a teacher's job:

- Grading all those papers.
- Staying after school EVERY day.
- Parents getting angry at me in front of the students.
- Going to school during the summer.

Well, what do you think, C. A.? Would you like to be a teacher? What other jobs have you considered? We have them all in Careerville – and you would love living here!

Sincerely yours,

The CN Columnist

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ACTIVITY SHEET: TEMPLATE FOR FRIENDLY LETTER

Heading
(Street Address
City, State, Zip)

Date

Greeting,

Body _____

_____

_____

_____

_____

_____

_____

_____

(New paragraph)

_____

_____

_____

_____

_____

_____

_____

Closing.

Signature

Name

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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 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.

UNIT DESCRIPTION: The Road to Careerville: Exploring Career Paths & Requirements The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How does a person's education prepare him/her for future jobs and careers?
2. How do people prepare for 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 one academic/content area linked to each of the six career paths.		CD.8.A.04: Relate current student learning to each of the six career paths. CD.8.B.04: Outline the training and educational requirements for a variety of careers.		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A: Students will 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 – 3 DOK Level - 3

2. The student will identify training and education for two career options.		CD.8.A.04 CD.8.B.04		RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4. 6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK Level – 3 DOK Level - 3

ASSESSMENT DESCRIPTIONS*:

The student will b provided opportunities to demonstrate an understanding of careers, post-secondary training, and education via charts, student-made posters, student-written letters, and through other media resources.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction
1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1 2	See Lessons: Lesson # 1: The Road to Careers (Part 1) Lesson # 2: The Road to Careers (Part 2) Lesson # 3: The Road to Careers (Part 3)				
	Direct: ___x__ Structured Overview (Ls. 2.3) _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) ___x__ Writing to Inform (Ls. 1,2,3) ___x__ Concept Formation (Ls. 1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations ___x__ Role-playing (Ls. 1,2,3) _____ Model Building _____ Surveys	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates ___x__ Role Playing (Ls. 1,2,3) _____ Panels ___x__ Brainstorming (Ls. 1,2,3) ___x__ Peer Partner Learning (Ls. 1,2,3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1,2,3) _____ 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: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers **Grade Level:** 5

Number of Lessons in Unit: 2

Required: 2-30 min. sessions

Best time of year to implement this Unit: Anytime

Lesson Titles:
Lesson #1: Career Magic (Part 1)
Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity sheet: *Career Graphic Organizer* (copies for students);
Whiteboard, smart board, or other means of visual display

Lesson #2: Career Magic (Part 2)
Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); Activity sheet: *A Comparison of the Similarities and Differences Among Careers*
Whiteboard, smart board, or other means of visual display

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.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

American School Counselor Association (ASCA) National Standard:
Career Development:
A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.

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

X	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

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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	

Unit Essential Questions:

How do training and skills affect a person's role and responsibilities in the community?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers through use of a graphic organizer.
The student will compare and contrast the training and educational requirements for two careers through use of a graphic organizer.

Unit Instructional Strategies/Instructional Activities:

_X___ Direct (Compare & Contrast, Guided & Shared-Reading, Listening, Viewing, Thinking)
_____ Indirect
_____ Experiential
_X___ Independent Study (Journal)
_X___ Interactive Instruction (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. Summative Assessment: Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members' choice (e.g., a T-Chart or other graphic organizer).

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Brief Summary of Unit:
In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training requirements (post-secondary training and education) of workers in different career paths. Students will demonstrate this understanding through a chart and activity sheets.

The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team members to analyze the data.

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

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

In addition, students are expected to have prior knowledge of the Career Path concept and the names/characteristics of careers in each Career Path (see resources for fourth grade units, especially the Career Path Mini-Poster).

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

Lesson Title: Career Magic (Part 1) **Lesson #** 1 of 2

Grade Level: 5

Length of Lesson: 30 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 Expectation (GLE):
CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will 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)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Resource: *Career Paths Strips* (Master Copy)
Activity Sheet: *Career Graphic* Organizer (copies for students)
Dry erase board, smart board, chart paper, 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
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers by using a graphic organizer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The students will gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed (during lesson 2) to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet 2).

Lesson Preparation

Essential Questions: How do training and skills affect a person's roles and responsibilities in the community?

Engagement (Hook):
Copy the resource, *Career Path Strips*. Cut the strips apart, and put the strips into the Magic Hat or box, <u>or</u> write the names of the Career Paths along with examples of careers in each path on slips of paper and place into a hat or box. Tell students that magic can happen when people find the work they enjoy. Then, wave your magic wand with great enthusiasm and say: "Hocus Pocus, what career path am I in today?" Pull one Career Path slip out of the hat or box. <u>Example</u>: "Hi! My name is Chris Carpenter. I work for Carpentry, Inc. I make cabinets, install them, and fix wooden furniture. I follow plans and blueprints. I build safe and durable products." Pull Tony Teacher's slip out of the hat/box. How are Tony Teacher's roles and responsibilities different?

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
<u>NOTE</u>: For this strategy, you will need display or project the *Career Graphic Organizer*.	
1. After the "hook," encourage students to respond. Discuss with the class the similarities and differences between Tony Teacher's career and Chris Carpenter's career. List the responses on the *Career*	1. Possible responses: Teachers instruct students, write lessons, grade papers, assign work, assign grades, go to meetings, write on the chalkboard, etc.

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Graphic Organizer on display. Begin with Tony Teacher as Career One and list her Roles, Responsibilities, Skills, and Training and Education; Repeat process with Chris Carpenter. After completing the list ask students to talk with a partner to identify the similarities in Chris' and Tony's roles, responsibilities, skills and necessary training and education.	
2. Tell students that the task in this Unit is to compare and contrast roles, responsibilities, skills and training/education of different careers. What does "compare" mean? What does <u>contrast</u> mean? What does <u>compare and contrast</u> mean? Today we will be comparing and contrasting the roles and responsibilities of two careers.	2. Students actively engage in the conversation about the meanings of the terms compare, contrast, and compare and contrast.
3. Remind students that roles and responsibilities may be similar or different depending upon the careers. Are there similarities that <u>all</u> occupations have in common? Are there ways specific occupations are different from all other occupations?	3. Students answer the questions.
4. Divide the class into six groups. Distribute the names of 2 career paths and the activity sheet *Career Graphic Organizer* to each group. As you are distributing the materials to each group, ask students to think for a minute about the many careers in each path. If they were counting, which career path would have the most occupations? What causes the difference in numbers of occupations in each Career Path?	4. When groups receive their assigned career paths (2 per group) group members will identify one career to explore in each of those career paths.
5. Tell students to write the names of the two careers their group identified in the header row (row one) of columns 2 and 3 of the activity sheet *Career Graphic Organizer*. Each group will complete the 2nd and 3rd columns of the graphic organizer for roles, responsibilities, skills of the two careers. Training/Education will be discussed in	5. Students will add information to complete the roles, responsibilities, skills rows for the 2nd and 3rd columns of the activity sheet.

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Lesson 2.	
6. After identifying and listing the roles, responsibilities, and skills in the appropriate rows on the activity sheet, students will study the data and identify similarities and differences between the two careers in roles, responsibilities, and skills.	6. In the 4th and 5th columns, students will identify and list the similarities and differences between the careers.
7. Collect the graphic organizers and save for the next lesson. Close this lesson by reminding students that during the second lesson, they will be completing their career graphic organizers.	7. Students give their group's graphic organizers to counselor.

Teacher Follow-Up Activities

During instruction, discuss the roles and responsibilities for careers related to the teacher's content area.

Counselor reflection notes (completed after the lesson)

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COUNSELOR RESOURCE: CAREER PATH STRIPS (MASTER COPY)

Cut apart the Career Path strips. Give one "career strip" to each small group. Group members will generate the names of more occupations than are suggested on the "career strip." They will write or represent occupations through pictures on the poster board chart and then write skills, knowledge or concepts they are currently learning (or have learned in the past) to go with each occupation. Encourage students to think beyond "arithmetic" or "reading" to the application of their current learning. For example, a newspaper editor has to be able to read for detail to determine if a story will make sense to the reader.

Creative Path

(Arts and Communications)

museum curator, investigative reporter actor, radio and TV broadcast journalist, newspaper journalist, set designer, cartoonist, greeting card designer

Can you think of other workers who create as a part of their work?

Nature

(Natural Resources)

Zoo keeper, horticulturist, park ranger, dairy farmer, conservation agent, cattle farmer, geologist, florist, landscape designer; environmental researcher, forester

Now, you name some workers who like to work with our natural resources.

Fixing, Building and Technology

(Industrial and Engineering Technology)

construction worker, auto mechanic, architect, brick layer, software designer, electrical contractor, entrepreneur, industrial engineer

Name at least one other worker who likes to make things?

Business Path

(Business Management and Technology)

administrative assistant, entrepreneur, certified public accountant, restaurant manager, Chief Executive Officer (CEO), instructional technology specialist

What business management and technology workers have to be organized in their work?

Health Path

(Health Services)

physician, nutritionist, veterinarian, radiologist, pharmacist, dentist, emergency room technician, school nurse

There are many other health-related workers. Can you name 3 others?

Helping Path

(Human Services)

teacher, custodian, restaurant server, law enforcement officer, social worker, tour guide, school counselors, ministers

What human services workers have helped you recently?

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Counselor/Teacher Resource

Career Graphic Organizer

(Make this page into a large chart, or project it so the class can see it in use)

	Career 1	Career 2	Similarities	Differences
Roles				
Responsibilities				
Skills				
Training & Education				

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Student Activity Sheet

NAME: _____

Career Graphic Organizer

The career I chose to study is:	
Roles	
Responsibilities	
Skills	
Training & Education	

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

Lesson Title: Career Magic (Part 2) **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 30 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 Expectation (GLE):
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
A. Students will 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)

Material/Special Preparation Needed
Magic Wand; Magic Hat or Box
Activity sheets: *Career Graphic Organizer* (from Lesson 1); *A Comparison of the Similarities and Differences Among Careers*; *I Can Perform Magic in MY Life!*
Dry erase board, smart board, chart paper, 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
X	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)		**Specific Skill(s)**
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

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Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The student will compare and contrast the training and educational requirements for two careers by using a graphic organizer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will gather information about the roles, responsibilities, skills and training and education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, members will analyze the information each member gathered to identify similarities and differences of the roles, responsibilities, skills and post-secondary education and present it on a T chart (Activity sheet: *A Comparison of the Similarities and Differences Among Careers*).

Lesson Preparation

Essential Questions: How do training and skills affect a person's role and responsibilities in the community?

Engagement (Hook): Return with the **Magic Hat or Box**, pull out the bundle of activity sheets from the previous lesson. Say, "In today's lesson, we are going to continue to look at the magical world of careers."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
You will use the *Career Graphic Organizers* begun in Lesson 1 for this lesson.	
1. After the "hook," discuss with the class the meaning of similarities and differences. Review the concepts of compare and contrast, and then distribute the *Career Graphic Organizers* from Lesson 1.	1. Students will describe and explain the meaning of similarities and differences – encourage students to expand their thinking beyond explanation and description (e.g., something that's different, isn't always different).
2. Remind students that our task today is to compare and contrast training and education of the careers that you worked on during the previous lesson. Reinforce that training and education may be similar or different with different careers.	2. Students will contribute ideas about what they have observed workers doing that make them similar to and different from each other.

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3. Divide the class into the same groups they were in for the previous lesson. Return each group's *Career Graphic Organizer* and instruct the group members to complete the training and education row for the 2 careers they chose during the last lesson.	3. Each group will complete the Career Graphic Organizer for the two careers they chose during the previous lesson:
4. When each group completes the *Career Graphic Organizer* students will analyze the data and complete the activity sheet, *A Comparison of the Similarities and Differences Among Careers*, summarizing the results of their study.	4. Students complete graphic organizers and present findings to the class.
5. Each group will report one finding of the second part of their study (T-Chart summation) to the whole class.	5. Students will report their findings to the class by using a graphic representation of their chosen career.
6. Unit Closure: Students will write a letter to themselves. The letter will summarize the competence they have gained as a result of participation in the K-5 CG 8 classroom guidance experiences. (See activity sheet: *I Can Perform Magic in MY Life!*)	6. Students will write a letter to themselves highlighting what they have learned about themselves, as well about finding and using information about the world of work and post-secondary training/education. Letters will be placed in their portfolios for safekeeping and will be reviewed, rethought, revised, and/or refined next year.

Teacher Follow-Up Activities

During instruction, discuss the training and education for careers related to this content area.

Counselor reflection notes (completed after the lesson)

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Activity Sheet

A COMPARISON OF THE SIMILARITIES AND DIFFERENCES AMONG CAREERS

We compared the following careers: _____.

Our data indicated the following similarities and differences among the careers studied:

SIMILARITIES	DIFFERENCES
The careers we studied were similar in the following ways: 1. All required workers to have post-secondary training and/or education.	The careers we studied were different in the following ways: 1. The type of training and education varied.

We have reviewed the data presented and verify that it is accurate to the best of our knowledge.

_____	_____
Team Member Date	Team Member Date
_____	_____
Team Member Date	Team Member Date

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<u>ACTIVITY SHEET</u>: I Can Perform Magic in MY Life!

I. M. Magic
1 My Life Lane
Itsmylife, MO 56789
5th Grade Year

Dear Self,

****WoW**** Here we are – fifth grade this year … and on to sixth grade and Middle School next year – and then – like magic – High School Graduation! The time has flown and I have learned about many people, places and things. One magical place I have learned about is the ****WoW**** of people's lives! The **W**orld **o**f **W**ork is that magical place! A magical place where everyone is important! ****WoW**!** A magical place where everyone can be happy!! ****WoW**** The secret (a lot of people don't know this) is that EVERY person can perform magic in his or her own life – even I! All it takes, (according to a man named Frank Parsons who wrote about ****WoW**** in the late 19th and early 20th centuries) is to have knowledge about myself, knowledge about the world of work and workers and, as a result of the first two, the understanding and skills to make decisions about my special place in the ****WoW**** – just like that – Magic!

I want ****WoW**** in my life! It's important, Self, to remember what I have learned about performing magic in MY life! I want to remember:

I. About Me

II. About finding and using Career Information:

III. About Education and Training for careers:

IV. About Planning:

The most important thing for me to remember is:

In order to perform magic in my life…I have to take action!!!

Let's DO IT!!

Me

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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: It's Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training of workers (on-the-job training, apprenticeships, military, tech schools, community college, four-year college) in different career paths. Students will demonstrate this understanding through charts and activity sheets. The 5th grade unit builds on the knowledge, skill, and understanding developed in the K-4 Career Development units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers, and to collaborate with other team members to analyze the data.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do training and skills affect a person's role and responsibilities in the community?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level-3

ASSESSMENT DESCRIPTIONS*:
Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student's portfolio for future reference)

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based):** **(Teacher Methods)**
	__x__ Direct _____ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
Obj. #	**INSTRUCTIONAL ACTIVITIES:** **(What Students Do)** See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction ___x__ Journals (Ls. 2) _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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: Let's Investigate **Grade Level:** 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

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

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05: Identify the skills needed to develop a portfolio. (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

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.

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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 2. Conduct research to answer questions and evaluate information and ideas 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 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 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved 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 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 ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

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The students will compare and contrast the training and educational requirements for a variety of careers.
The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
__X__ Indirect (Writing to Inform)
__X__ Experiential
_____Independent study (Research Projects)
__X__Interactive Instruction (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.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:
The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.
During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?
Students need to have an understanding of personal, ethical, and work skills.

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Unit #1 Title: Let's Investigate

Lesson Title: Career Investigators **Lesson:** 1 of 2

Grade Level: 5

Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)

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.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.
CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.

American School Counselor Association (ASCA) National Standard:
Career Development
B: Students will employ strategies to achieve future career goals with success and satisfaction

Materials (include activity sheets and/ or supporting resources)

Access to the *Occupational Outlook Handbook (online version)*, the *GOALs Toolkit*, Missouri Connections online resource, or other career information resources.
Activity Sheet: *Career Paths: Working Together in Our Community*
Activity Sheet: *Career Investigation*
Sample Career Cards

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 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	

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	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

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

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:

What are the roles and responsibilities of workers from the different career paths?
In what way are those roles/responsibilities alike? Different?
What education is needed for workers, who pursue a specified career?

NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): "I have a deck of cards with me, but these are not typical playing cards."

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Pair each student with a partner. "When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity."	1. Students will follow instructions.

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Pass out cards – one per pair. The cards may be color-coded to match the various career paths. NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.	
2. Give one copy of the *Career Paths* information to each pair of students for reference. Review the information regarding the career paths. "Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?"	2. Students will ask questions as needed. Students will determine whether they have enough information.
3. Present students with the *Career Investigation* activity sheet - one per student team. "You and your partner are going be detectives. Your job is to find information about the career that you have been given." Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as *on-the-job training, apprenticeship, trade/technical education,* and *seasonal employment.* Distribute materials to students or have them go to the online resource to begin their investigation.	3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.
4. "You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?"	4. Each student team will report on the information gathered from their investigation.
5. "We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are	5. Students will move to designated areas in response to prompts from the counselor.

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different." Designate corners of the room to allow student teams to "vote with their feet."	
6. "Move to ___ if your career does not require a high school diploma." "Move to ___ if your career requires a high school diploma." "Does the career involve on-the-training or apprenticeship? Move to ____." "Does your career require trade or technical education? Move to ___." "If your job requires a college degree, move to ____. " Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group? Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.	6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.
7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?	7. Students respond.

Teacher Follow-Up Activities

Teacher will review students' activity sheets and may need to allow time for completion before the next session.

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Counselor reflection notes (completed after the lesson)

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Sample Career Cards

Professional Athlete	**Graphic Artist**
Advertising Sales Manager	**Personal Financial Advisors**
Civil Engineer	**Construction Equipment Operator**
EMT or Paramedic	**Chiropractor**

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Agricultural & Food Scientist	**Conservation Agent**
Event Planner	**Childcare Worker**

Human Services:
Event Planner — Childcare Worker

Agriculture/Natural Resources:
Agricultural & Food Scientist — Conservation Agent

Health Services:
EMT or Paramedic — Chiropractor

Industrial Engineering & Technology
Construction Equipment Operator — Civil Engineer

Business Management & Technology
Advertising Sales Management — Personal Financial Advisors

Arts & Communication
Professional Athlete — Graphic Artist

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Career Paths: Working Together in Our Community

Business Path
(Business, Management & Technology)
People who like to work with numbers and be organized

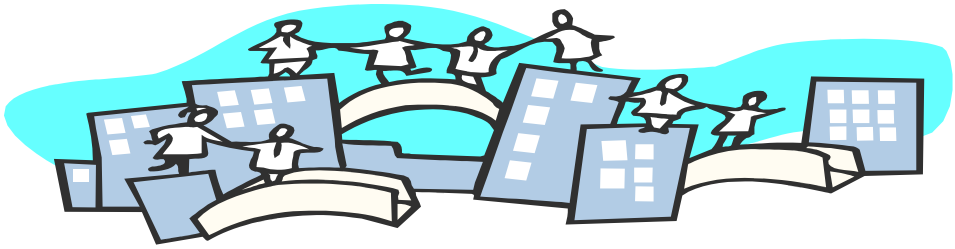
Creative Path
(Arts & Communications)
People who like to draw, write, or perform

Nature Path
(Natural Resources/Agriculture)
People who like to work outdoors with plants and animals

Fixing & Building/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 make things better for others

Health Path
(Health Services)
People who like to care for animals and people



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Career Investigation

_____

Career

_____

Career Path

What they do: _____

_____

_____

_____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than $10,000/year	$10,000 to $30,000/year	$30,000 to $60,000/year
$60,000 to $90,000/year	$90,000 to $120,000/year	more than $120,000/year

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Unit #1 Title: Let's Investigate

Lesson Title: Putting the Clues Together-- Jonny's Portfolio **Lesson:** 2 of 2

Grade Level: 5

Length of Lesson: 45 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:
CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):
CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment.
CD.9.B.05: Identify the skills needed to develop a portfolio.

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

Materials (include activity sheets and/ or supporting resources)

Example materials for Jonny/Jenny Jones
File folders for example materials
Activity Sheet: *How Did Jonny Do?*
Folders for students

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
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved 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 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

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

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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	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
The student will identify and apply the skills needed to develop a portfolio.
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

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 demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
What are personal, ethical, and work habit skills that students can develop and/or improve upon?
What do the materials in your portfolio say about you?

Engagement (Hook):
The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones. "Jonny and Jenny Jones are twins in the fifth grade. *Jonny* has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is."	1. Students will move into work groups and listen to the story of Jonny.
2. "Our job today is to review the materials in Jonny's portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny's folder, so that you can take notes on your findings." Check for understanding, then have students begin task.	2. Students will then complete the activity sheet, *How Did Jonny Do?*.
3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was *Jenny's* award placed in *Jonny's* portfolio by mistake? Or did Jonny take her award?	3. Students will contribute to the discussion.
4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor's office where files will be stored, yet students can still have access.	4. Students will list possible items that they may want to place in their portfolios.

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.

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Counselor reflection notes (completed after the lesson)

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How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- ☐ Awards and certificates
- ☐ Honor Roll information
- ☐ Grade reports
- ☐ Career inventories and research
- ☐ Sample projects/papers

What story do Jonny's papers tell you?
Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

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Created by L. Lueckenhoff, J. Monteiro-Leitner, S. Sevier

NAME No name Jonny? GRADE 4

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

2. Do you like to:
   a. Y be outdoors
   b. n be inside
   c. Y move around a lot
   d. n stay in one place
   e. Y be with other people
   f. Y/n spend time alone
   g. Y make/fix things
   h. n talk to people

My sister is stupid!

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Johnny Jon

C+

What I Want to be when I Grow Up

Incomplete

A fire fighter 'cuz they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him If he's not busy, he lets us check out the trucks and stuff.

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THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

1st Quarter Grade Report for:
Jonny Jones

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

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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 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.

UNIT DESCRIPTION: Let's Investigate The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 45 minutes each

ESSENTIAL QUESTIONS:

1. What are the roles and responsibilities of workers from the different career paths?
2. In what way are those roles/responsibilities alike? Different?
3. What education is needed for workers, who pursue a specified career?
4. What are personal, ethical, and work habit skills that students can develop and/or improve upon?
5. What do the materials in your portfolio say about you?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.		CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. CD.9.A.05: Apply personal,		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	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 B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level - 3 DOK Level - 3 DOK Level – 4

		ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05: Identify the skills needed to develop a portfolio.			CD C: Students will understand the relationship between training and the world of work.	DOK Level – 1
2. The students will compare and contrast the training and educational requirements for a variety of careers.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1

ASSESSMENT DESCRIPTIONS*:

Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect _____ Experiential __x__ Independent study __x__ Interactive Instruction
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny's Portfolio

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion ___x__ Writing to Inform (Ls. 1,3) ___x__ Concept Formation (Ls. 2) _____ Concept Mapping ___x___ Concept Attainment (Ls.4) _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	_____ Essays ___x__ Computer Assisted Instruction (Ls. 3) _____ Journals _____ Learning Logs ___x__ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1,2) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

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

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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:

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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:

_X__ Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
_X__ Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
_X__ Experiential (Surveys)
_X__ Independent Study (Reports, Assigned Questions, Research Projects)
_X__ 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.

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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

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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.

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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:**
1. 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.	1. Students will respond to a question-answer session, such as, "Which path is the fixing and building path?
2. 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. Counselors and students will review the established group norms such as, respecting the opinions of others, cooperation, listening, etc. Students are given a 5-minute time limit to perform the task.	2. 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. 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).

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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.)	3. The class will check the answers with the following non-verbal signs: yes--thumbs up; maybe--thumbs sideways; no--thumbs down.
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)	4. Students will respond to questions as a check for understanding.
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)	5. Students will respond to questions as a check for understanding.
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)	6. Students will respond to questions as a check for understanding.
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)	7. Students will respond to questions as a check for understanding.
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	8. Students will respond to questions as a check for understanding.

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nutritional information on the package). Who determines serving size, calories, and other nutritional information?" (Health Services)	
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)	9. Students will respond to questions as a check for understanding.
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?	10. In small groups, pairs or as a large group, students will respond with personalized information about their own thought processes during the conversation.
11. Distribute the *Activity Sheet: Worker Interview* (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. 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.	11. Students will contribute to list of interviewing skills.
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	12. Students will select the worker role they will assume; review "Worker Interview" questions; and participate in practice interviews.

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questions as if he or she were working in that work role (encourage outrageous roles). Give students time to review the *Activity Sheet: Worker Interview* 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.	
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.	13. Students will reflect on process and ask clarifying questions about the procedures and/or process.
14. Help students identify potential individuals to interview. Writing down the names of the interviewees will strengthen students' commitment to completing the project. *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.*	14. Students will complete the worker interview forms in keeping with the instructions given by the counselor.

Teacher Follow-Up Activities

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

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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)

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*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.

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*One copy to be posted on the board or wall

ARTS & COMMUNICATION

Creative Path

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BUSINESS, MANAGEMENT & TECHNOLOGY

Business Path

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INDUSTRIAL & ENGINEERING TECHNOLOGY

Fixing and Building Path

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HUMAN SERVICES

Helping Path

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HEALTH SERVICES

Health Path

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NATURAL RESOURCES

Nature Path

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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**

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*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

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

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

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Resource: Occupation Card Sort Answers

Business, Management, and Technology	Arts and Communication	Health Services
Hotel/Motel Clerk	Photographer	Chiropractor
Paralegal	Actor	Dentist
Loan Officer	Composer	Dental Assistant
Computer Programmer	Reporter	Physical Therapy Assistant
Travel Agent	Floral Designer/Florist	Speech Pathologist
Retail Sales Person	Professional Athlete	Nursing Assistant

Industrial and Engineering Technology	Human Services	Natural Resources/ Agriculture
Computer Repair Technician	Lawyer	Fish Hatchery Worker
Printing Press Operator	Firefighter	Meteorologist
Locksmith	Teacher	Zoologist
Welder	Barber	Pest Control Worker
Painter/Paperhanger	Pastor/Priest/Rabbi	Farmer
Architect	Recreation Worker	Forester/Conservation Scientist

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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?

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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:

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.

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 lesson surveys.
Students will explore and discuss gender roles.

Lesson Preparation

Please Note: *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*

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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:**
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?	1. Students will participate in the review process.
2. Divide class into small groups to present information gathered during their interviews with workers (see completed *Worker Interview* 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.)	2. Students will present the information they discovered during their interviews with workers. Group members will listen and participate in discussion.
3. Discuss gender role stereotyping and males and females in non-traditional work roles. Distribute the *Job and Gender Role Survey* 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.	3. Student groups will complete Job and Gender Role Surveys and participate in group discussion.

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Students will be asked if there are reasons why some careers should not be open to both genders.	
4. Students will be given the *Student Career Path Survey*. 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. *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.*	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.
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. *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*	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 a. Activities of Interest b. Personal Qualities c. Free-time Preferences d. School Subject Preferences 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.

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)

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Career Path Survey Name _____ Grade _____

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

Career Path # 1 is	Career Path # 2 is	Career Path # 3 is
Activities That Interest Me o Preparing medicines in a pharmacy o Helping sick people o Working with animals o Helping with sports injuries o Studying anatomy and disease o Performing surgery **Personal Qualities That Describe Me** o Compassionate and caring o Good listener o Good at following directions carefully o Conscientious and careful o Patient **In My Free Time I Would Enjoy** o Volunteering in a hospital o Taking care of pets o Exercising and taking care of myself **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Physical Education **How Many Did I Pick?**	**Activities That Interest Me** o Predicting weather o Predicting or measuring earthquakes o Growing flowers/trees or gardening o Studying rocks and minerals o Raising fish or other animals o Working in a chemistry lab **Personal Qualities That Describe Me** o Helping with problems o Nature lover o Physically active o Problem solver o Observant **In My Free Time I Would Enjoy** o Hiking o Participating in FFA or 4H o Experimenting with a chemistry set **School Subjects/Activities That I Enjoy or Do Well** o Math o Social Studies o Science **How Many Did I Pick?**	**Activities That Interest Me** o Reading or writing stories or articles o Designing and building scenery for plays o Gardening o Taking photographs o Acting in a play or movie o Listening to or playing music **Personal Qualities That Describe Me** o Imaginative o Creative o Outgoing o Using my hands to create things o Performer **In My Free Time I Would Enjoy** o Working on a school newspaper or yearbook o Acting in a play o Painting pictures or drawing **School Subjects/Activities That I Enjoy or Do Well** o Music/Choir/Band o Language o Art **How Many Did I Pick?**
Career Path # 4 is	**Career Path # 5 is**	**Career Path # 6 is**
Activities That Interest Me o Putting things together o Designing buildings o Working on cars or mechanical things	**Activities That Interest Me** o Interviewing people o Using computer programs to do math o Typing letters, forms, banners,	**Activities That Interest Me** o Helping people solve problems o Working with kids o Working with elderly people o Preparing food

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o Using math to solve problems o Gardening o Using tools **Personal Qualities That Describe Me** o Practical o Like using my hands o Logical o Good at following instructions o Observant **In My Free Time I Would Enjoy** o Building stage sets for a school play o Drawing sketches of cars or mechanical things o Working on cars **School Subjects/Activities That I Enjoy or Do Well** o Math o Science o Shop **How Many Did I Pick?**	etc. o Keeping records, taking notes at meetings o Working with numbers o Organizing files and paperwork **Personal Qualities That Describe Me** o Practical o Independent o Organized o Like to use machines o Like to be around people **In My Free Time I Would Enjoy** o Being in a speech contest or debate o Using a computer o Volunteering in a local hospital office **School Subjects/Activities That I Enjoy or Do Well** o Speech o Language o Math **How Many Did I Pick?**	o Being involved in politics o Solving a mystery **Personal Qualities That Describe Me** o Friendly o Open o Outgoing o Good at making decisions o Good listener **In My Free Time I Would Enjoy** o Tutoring young children o Helping with a community project o Coaching kids in a sport **School Subjects/Activities That I Enjoy or Do Well** o Language o Social Studies o Speech **How Many Did I Pick?**

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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

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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.

	Males Only	Both Genders	Females Only
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	_____	_____	_____

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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.

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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: Who Am I as a Career? 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.	**SUGGESTED UNIT TIMELINE:** 2 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

1. How do the Career Paths relate to a person's identity?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. The student will use career and educational information resources to choose one Career Path, identifying training and education.		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		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. 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–3 DOK Level – 2 DOK Level – 1 DOK Level – 2

		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)**
	__x___ Direct __x___ Indirect __x___ Experiential _____ Independent study __x___ Interactive Instruction
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)

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)				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	**Indirect:** ___x__ Problem Solving (Ls.1) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1) _____ Writing to Inform ___x__ Concept Formation (Ls.1) ___x__ Concept Mapping _____ Concept Attainment (Ls. 1) _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 1) ___x__ Assigned Questions (Ls. 1) _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 1) _____ Jigsaw ___x__ Problem Solving (Ls. 1) _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ 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)

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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)

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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.

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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:

_X__ Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Concept Mapping)
_X__ Experiential (Surveys)
_X__ Independent Study (Research Projects)
_X__ 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:

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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

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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:

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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:
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.	1. Ask clarifying questions about the inventory. Complete the career interest inventory thoughtfully and deliberately.
2. When the inventory has been completed, allow time for students to talk about their thinking as they were completing it, e.g. did	2. Post-inventory: Reflect on process and respond to questions

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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. (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).	
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.	3. Students will share closing comments.

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)

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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.

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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	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!”

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Procedures:

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
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.	1. Students will identify a job.
2. Return students' career interest inventory results. Allow time for the students to review the information. Stress the limitations of individual results: • 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.").	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. 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?	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. Provide instructions for the *Who I Am…* activity sheet and have students complete it by marking an X in the boxes that are like them. ***NOTE:*** *Students may be unfamiliar with the* vocabulary *on this activity sheet. The*	4. Review the *Who I Am…* activity sheet and ask clarifying questions.

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counselor may choose to read the items and offer explanation as questions arise.	
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.	5. Complete Step 1 of "*Who I Am…* activity sheet; give to counselor after completing.
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 *Who I Am…* activity sheet. While students are investigating a specific career, they should consider which career path that occupation fits into.	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 *Who I Am…* activity sheet.
7. Help students explore the career information resources available to them – on the internet, in the counselor's office, in the school library.	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 *Researching a Career* to record information they find during the research they conduct.

Teacher Follow-Up Activities

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

Counselor reflection notes (completed after the lesson)

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Activity Sheet: Researching a Career

Name: _____ Grade: _____

Career: _____

Career path: _____

Average salary/wage: _____ Hours/work days: _____

Describe work and working conditions:

High school courses that will help you prepare for this job:

Education or training needed beyond high school to prepare you for this job:

Adapted from Missouri Guidance The Box, *1998.*

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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.

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

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

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Unit # 1 Title: How Do the Pieces Fit?

Lesson Title: We Are All Pieces of the Puzzle **Lesson:** 3 of 3

Grade Level: 7

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 Expectation (GLE):
CD.7.C.07: Recognize the relevance of all work and workers and their existence in 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.
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 *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 but produced in another country
A small puzzle

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.

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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	Expressing ideas verbally; compare and contrast
	Mathematics	
X	Social Studies	Understanding the value of individuals in a global society
	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:
1. Distribute students' completed *Who I Am …* 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".	1. 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.
2. Divide students into task groups. Give each group a *Map It Out* activity sheet.	2. Participate in group discussion while respecting the views of others.

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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. <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. Allow 5 minutes for students to complete the activity sheet.	
3. Review the groups' results, soliciting opinions from the rest of the class.	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. 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 *Map It Out* 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.	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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Allow 5 minutes for students to complete the activity sheet. 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.	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.

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)

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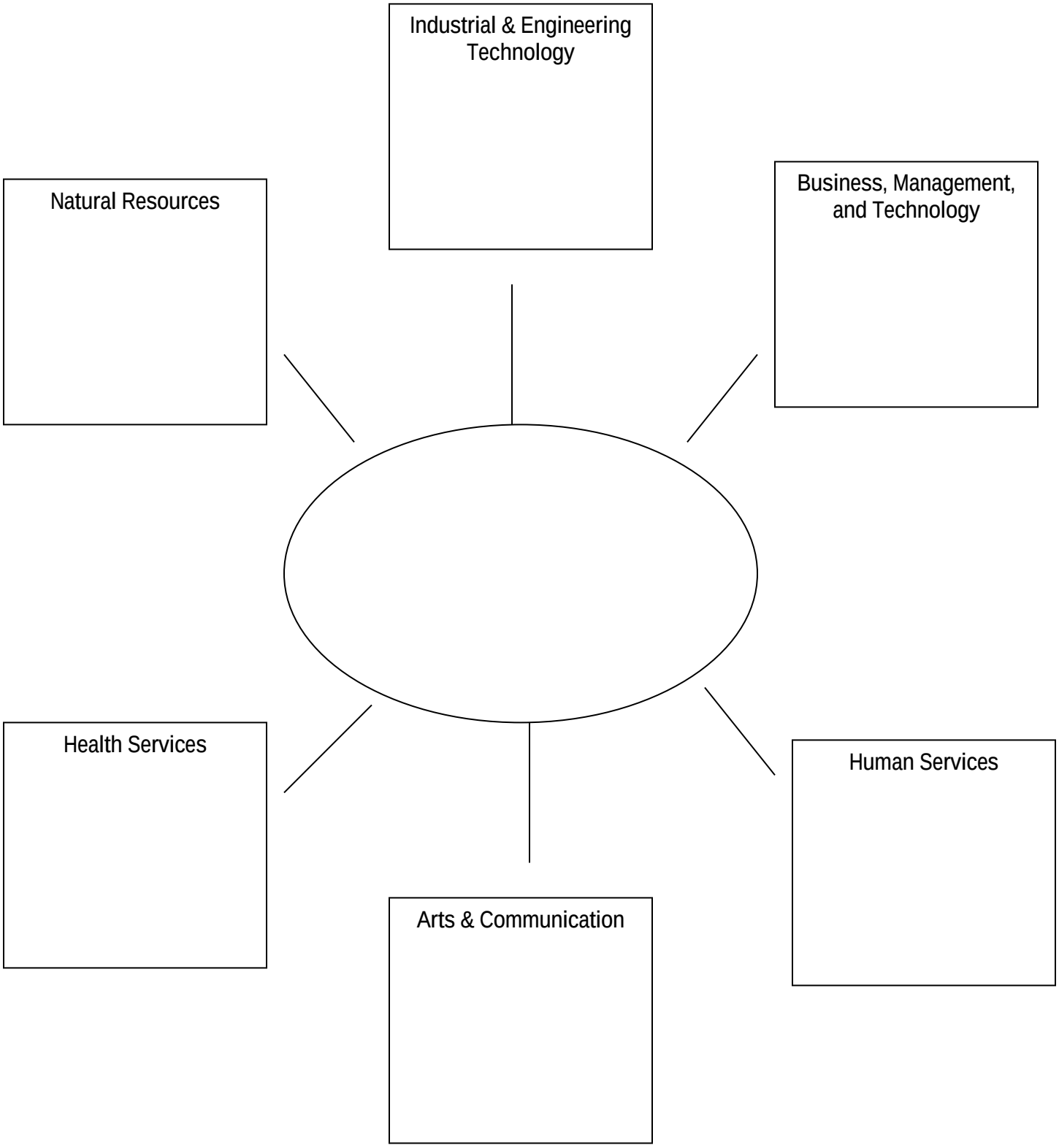
Activity Sheet: Map It Out!



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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: How Do the Pieces Fit? 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.	**SUGGESTED UNIT TIMELINE:** 3 Lessons **CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:

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
1. The student will identify interests and relate that information to career and career paths by completing an interest inventory.		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.		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. 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 3 DOK – Level 2

		CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society. 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.				DOK – Level 2 DOK – Level 2 DOK – Level 3
2. The student will research three possible careers and choose one for further investigation.		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	CD A CD C	DOK – Level 3 DOK – Level 2 DOK – Level 2 DOK – Level 2 DOK – Level 3

				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

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.

Students will research three careers of interest and select one goal career.
Students will use graphic organizers to demonstrate related careers.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential __x__ Independent study __x__ 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				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	**Indirect:** _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation ___x__ Concept Mapping (Ls.3) _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 2) _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share ___x__ Cooperative Learning (Ls. 3) _____ 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: 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-

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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	

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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:

_X__ Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
_X__ Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
_X__ Experiential (Narratives)
_X__ Independent Study (Essays, Learning Logs)
_X__ 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.

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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*

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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 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?

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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**:
1. "When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?"	1. Students will probably express confusion since the counselor has not given them a destination.
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.	2. Students try to find as many routes as possible to reach the destination in the time allotted.
3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered.	3. Students contribute their ideas.
4. Make the following points through conversation with students. • 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?	4. Students respond to the prompts from the counselor.

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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?"	5. Students may respond with the following: • 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.
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."	6. Students ask questions for clarification.
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."	7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.
8. "The first step may be boring for some of us, but we have to do it to prepare for our	8. The resource: *Portfolio Checklist* will guide the organization of the students'

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journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available. "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." 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. Take about 10 minutes to organize the contents of your portfolio.	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).
9. Distribute *Mapping It Out* activity sheet. "An important part of planning for a trip is thinking about where you've been and where you are now." Explain each section of the activity sheet. Allow time for students to work on through the activity.	9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.
10. "What have you learned today?"	10. Students will respond with their insights.
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."	11. Students may have questions that need to be addressed by the counselor.

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.

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Counselor reflection notes (completed after the lesson)

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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

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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:

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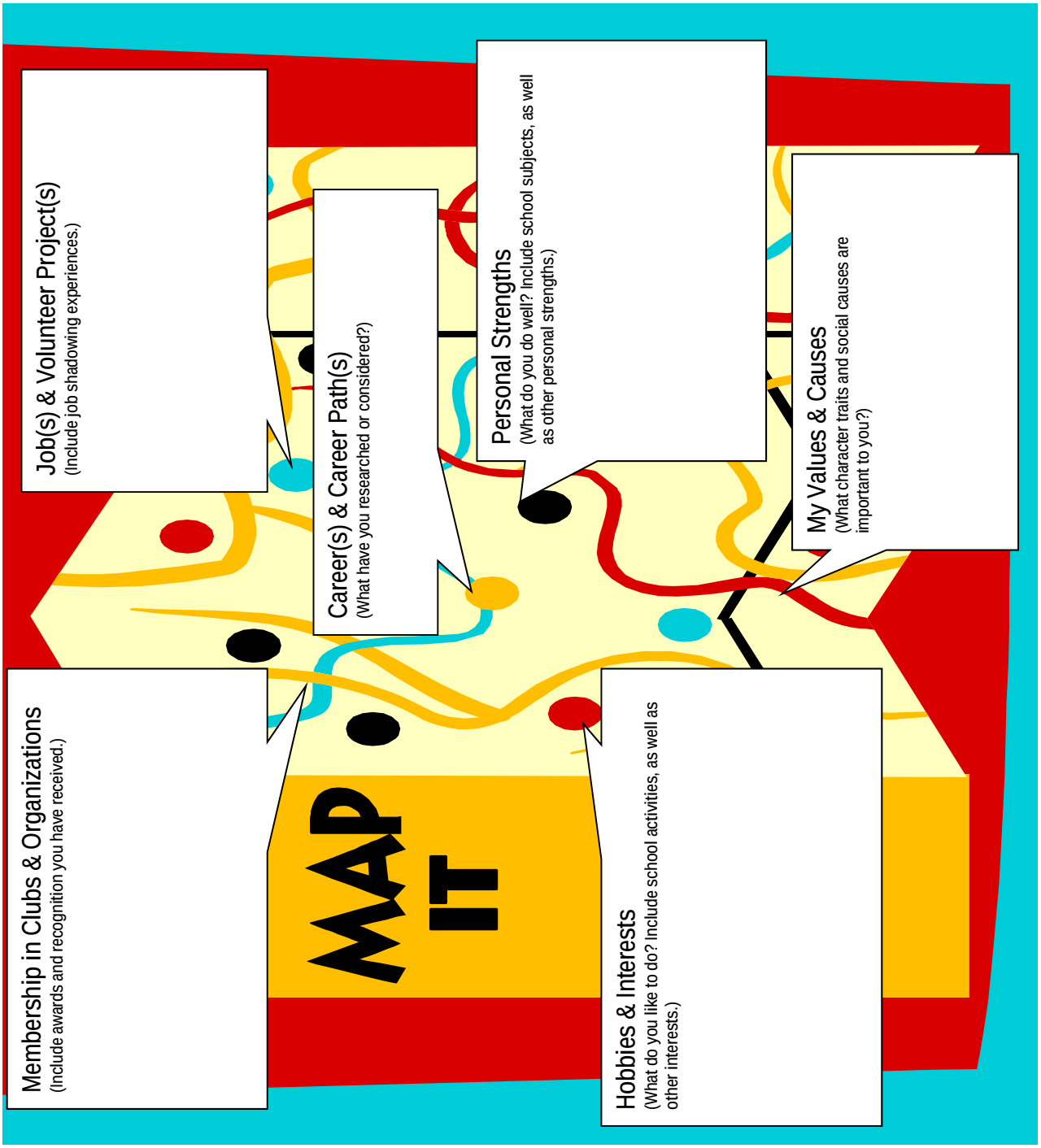
Mapping It—Where You've Been and Where You Are Now
Activity Sheet



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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

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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.

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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:**
1. Ask students to relate hook statements to their own goals and plans. “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.”	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.
2. “First of all, we are going to consider where you’ve been and where you are now.” Using the completed *Resource Checklist* and *Mapping It Out* activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.	2. Students will volunteer one or two concepts they learned and/or discovered about themselves.
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 *Mapping It Out* 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.” While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.	3. Students will review their information and evaluate the area(s) where they may need to improve.

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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." 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. Distribute *Mapping Out Your Personal Plan of Study* 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. Schools using an online planning service may choose to utilize that service at this point.	4. Students will respond with questions to clarify their understanding.
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.	5. Students will work individually to complete their high school personal plans of study.

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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. *(NOTE: Be prepared for this activity to take two sessions.)* 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? 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.	6. Students will review their information with parents/guardians.

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)

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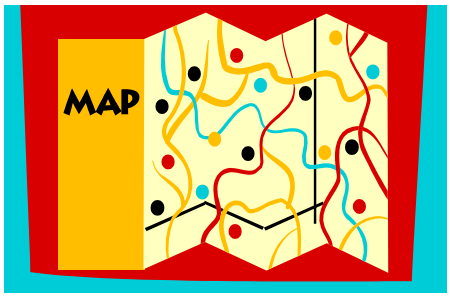
Mapping Out Your Personal Plan of Study



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"?

_____
_____
_____
_____

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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 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.

UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond? 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.	**SUGGESTED UNIT TIMELINE: 2 Lessons** **CLASS PERIOD (min.): 50 minutes each lesson**

ESSENTIAL QUESTIONS:

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

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review his/her portfolio and complete the checklist for his/her portfolio.		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		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: 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 – 4 DOK Level – 3 DOK Level – 3

		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.				DOK Level – 2 DOK Level – 4 DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		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	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

				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)**
	___x__ Direct ___x__ Indirect ___x_ Experiential ___x_ Independent study ___x_ 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

	Direct: _____ Structured Overview _____ Lecture	**Indirect:** _____ Problem Solving	**Experiential:** _____ Field Trips	**Independent Study** __x___ Essays (Ls.3)	**Interactive Instruction** _____ Debates

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

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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	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 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	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, 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	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 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	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 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	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
	Mathematics	
X	Social Studies	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.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production,

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		exhibition or performance of one or more of the visual or performed arts

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:

_X__ Direct (Compare & Contrast)
_X__ Indirect (Problem Solving, Reflective Discussion)
_X__ Experiential (Simulations, Surveys)
_X__ Independent Study (Essays)
_X__ 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?

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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

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;;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*

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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:	**Student Involvement/Instructional Activities:**
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).	1. Students will listen and formulate personal questions as the panel members share their "I wish I'd known" reflections.
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.	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. Distribute the students' Personal Plan of Study, career interest inventories and results (if available), high school graduation	3. Students will review their *Personal Plan of Study to* remind themselves of the plan they developed in 8th grade.

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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.	
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 *Personal Plans of Study.*	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.
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 *Personal Plan of Study* and return the copy to the student.	5. Students will make changes to their plans as needed and will write a note to the counselor explaining the changes.

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)

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Unit 1 Title: Lifelong learning and Goal Setting

Lesson Title: Revisiting the *Personal Plan of Study:* 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 *Missouri Career Education: Senior High-Exemplary Activities Handbook,* (Missouri Department of Elementary and Secondary Education, 1980)

Students' *Personal Plan of Study* (initiated in 8th 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

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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 7. Evaluate the extent to which a strategy addresses the problem 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 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
X	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 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 *Personal Plan of Study*.

Lesson Preparation

Essential Questions:

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?
What does the Occupational Trial Plan have to do with my career choice?

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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:**
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.	1. Following presentation of the counselor's "Occupational Trial Plan, students will create their own plans.
2. Monitor and encourage students' completion of their "Occupational Trial Plans."	2. Students ask clarifying questions as they respond to the questions
3. Divide class into pairs to explain and clarify completed plans.	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. 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.	4. Prior to counselor-review of students' "Occupational Trial Plans", develop questions to be discussed with counselor.
5. After you have had an opportunity to review their plans, return *Personal Plans of Study* 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).	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

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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)

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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**

( ) 1. I have considered the mental abilities and aptitudes needed for this occupation (such as scholastic ability, clerical, mathematical, verbal, science or mechanical aptitude).	I can meet them I cannot meet them Not sure
( ) 2. I have considered the preparation needed for this occupation (length of training, courses required, nature of education or training, aptitude, strength and interest).	I can meet them I cannot meet them Not sure
( ) 3. I have considered my interests and personality needs (interest in ideas, people or things, and outdoor, artistic, investigative or mechanical personality inclinations).	My interests and personality needs are in the following areas:
( ) 4 The physical requirements, the physical surroundings and working conditions of this occupation have been investigated.	They appear to be: Satisfactory Unsatisfactory
( ) 5. I have carefully considered the advantages and disadvantages of this occupation. The advantages outweigh the disadvantages.	Yes No
( ) 6. I can tolerate the disadvantages.	Yes No
( ) 7. I have investigated the job outlook in this occupation for the next 10 years.	The outlook is: Excellent Good Fair Poor
( ) 8. The activities of this occupation seem to be in harmony with my value system and life style.	Yes No
( ) 9. I have investigated the probable geographic area in which employment will be available in this occupation.	I am I am not …willing to leave my home town area.

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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. _____
   _____

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c. _____

_____

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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

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Does My Career Fit me? (Venn Diagram) **Lesson:** 3 of 5

Grade Level: 11

Length of Lesson: 55-70 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.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.

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.

Materials (include activity sheets and/ or supporting resources)

Paper and pencil.
Teacher will need an example Venn Diagram on paper or PowerPoint.

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

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	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

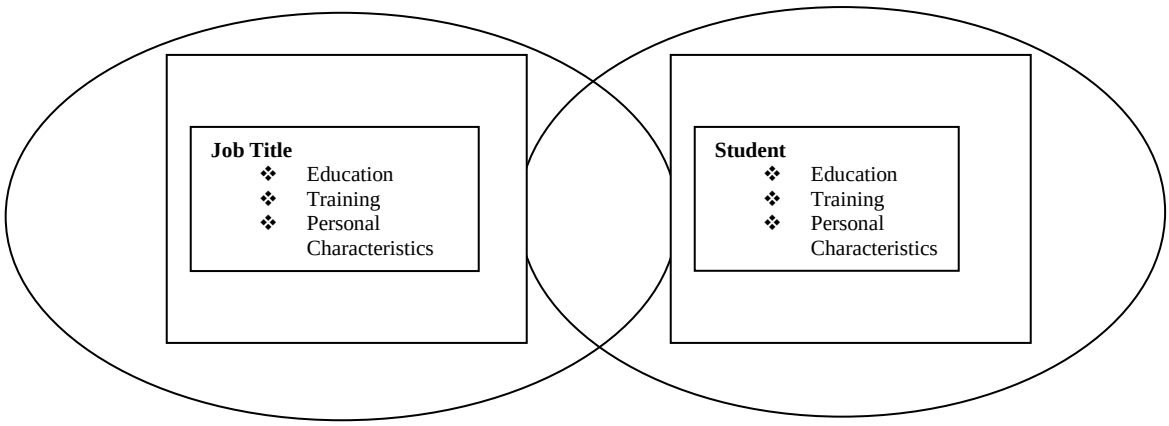
X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

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?

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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:**
1. Instructor models own Venn diagram.	1. Students observe as instructor models.
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.	2. Students list education, training requirements and a minimum of 4 personal characteristics for job of choice and self on 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.	3. Students list all education, training, and personal characteristics that are the same in center of Venn diagram.
4. Closure: Encourage students to use the Venn diagram process as they continue their observations and explorations of the World of Work.	

Teacher Follow-Up Activities

Students may need to update *Personal Plans of Study*.

Counselor reflection notes (completed after the lesson)

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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)

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)

(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])

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

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 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 list the six steps to simplify college planning.

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 a ranking checklist for college characteristics, complete a college comparison worksheet, and complete a college expenses worksheet.

Lesson Preparation

Essential Questions:
What do I want to do with my life?

Engagement (Hook):
On a map of Missouri, ask students to locate colleges that are of interest to them.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
Note: While this lesson may seem to exclude those who are not going to college – the strategies may	

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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!	
1. Instructor passes out "Get Set for College" college planning booklets to each student.	1. Students will engage in reviewing "Get Set for College"
2. Students are guided through the six steps to simplify college planning: 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	2. Students work through each step.
3. Students are instructed to identify their NEXT step in college planning and to make a written plan.	3. Students make a future plan.

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)

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Unit #1 Title: Lifelong Learning and Goal Setting

Lesson Title: Post-Secondary Checklist **Lesson:** 5 of 5

Grade Level: 12

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.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)

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.

Materials (include activity sheets and/ or supporting resources)

Post-Secondary Checklist
pen or pencil

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

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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	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.

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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 *Am I Ready* 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)

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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)

_____
_____

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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 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.

UNIT DESCRIPTION: Goal Setting 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.	**SUGGESTED UNIT TIMELINE:** 4 Lessons **CLASS PERIOD (min.):** 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
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.		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. CD.7.A.10: Revisit current career and educational plan as it relates to		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	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. CD B. Students will employ strategies to achieve future career goals with success and satisfaction. CD C. Students will understand the relationship	DOK Level – 3 DOK Level – 2 DOK Level – 3

		evolving and/or new interests, strengths, and limitations. 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. CD.7.C.11: Identify the value of personal contributio ns to the world of work as a result of one's career choices.		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	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		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	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				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 *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan 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 *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan 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				
	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x__ Compare & Contrast (Ls. 1,2,3,4) _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	**Indirect:** ___x__ Problem Solving (Ls. 2,3) _____ Case Studies _____ Reading for Meaning _____ Inquiry ___x__ Reflective Discussion (Ls. 1,2,3) _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments ___x__ Simulations (Ls. 4) _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 2)	**Independent Study** ___x__ Essays (Ls. 4) _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	**Interactive Instruction** _____ Debates _____ Role Playing ___x__ Panels (Ls 1) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1,2,3,4) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 2) ___x__ Cooperative Learning (Ls. 4) _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ___x__ Interviewing (Ls. 1) _____ 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 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

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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)

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 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

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	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	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, 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	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 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 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	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 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 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
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)

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	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
__X__ Indirect
__X__Experiential
__X__Independent study
__X__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

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education/training required for specific careers. Awareness of self and personal career interests Computer use for research and composition of presentation.

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Unit 2 Title: Navigating the World of Work

Lesson Title: Career Interest Inventory **Lesson:** 1 of 4

Grade Level: 9

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.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.

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.

Materials (include activity sheets and/ or supporting resources)

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**

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 2. Develop and apply strategies based on one's own experience in preventing or solving problems

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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	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):

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 career interest survey, identify careers within the Career Cluster of their choice and apply information to individual exploration of the World of Work.

Lesson Preparation

Essential Questions:
How do interests and goals fit together?

Engagement (Hook):
Counselor shares by modeling his/her own interests by sharing a completed interest inventory and how the results fit his/her career choice.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
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	1. Students observe counselor’s information and refers to own career clusters’ sheet

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selected interest inventory and explain directions OR direct students to online inventory.	
2. Counselor observes and helps students complete inventories.	2. Students may be using a pencil/paper inventory or an online inventory. They will be reading directions. Students complete surveys.
3. Help students score and find careers that match their interests.	3. Score and find career/interest matches.
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.)	4. Students work with a partner and share their results with each other (as appropriate).
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.	5. Students will take turns sharing their partner's choices.

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)

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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.

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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

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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)

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 *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

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

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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.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/ Instructional Activities:**
1. Counselor will give students handouts with 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.	1. Students will use the handouts to select a job of interest from 3 of the 16 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.	2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form.
3. Counselor monitors students' progress.	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)

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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.

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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

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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					

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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**

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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

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	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, compete 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?

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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:**
Note: This strategy is labor-intensive for counselors. The materials that accompany this lesson will help you organize for the adventure.	
1. Counselor uses media and/or other sources to engage students in a discussion about job shadowing.	1. Students will learn what it means to job shadow.
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.	2. Students respond to the counselor's questions.
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	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)

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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.

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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

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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

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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: _____

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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.)

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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.

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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?

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- 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?

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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

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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?

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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

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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

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Procedures

Counselor Procedures:	**Student Involvement:**
1. After the mock interview, counselor instructs students to brainstorm things they would like to ask someone who has the career they want.	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. 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.	2. Students will interview a person of their choice and gather information to bring to class on a specific date to write their essay.
Part 2, Lesson 1 3. Counselor monitors students' progress.	**Part 2, Lesson 1** 3. Students write an essay based on this interview called "A Day in the Life of a /an_____"

Teacher Follow-Up Activities

Students could share their essays with students in younger grade level.

Counselor reflection notes (completed after the lesson)

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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 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.

UNIT DESCRIPTION: Navigating Through the World of Work 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.	**SUGGESTED UNIT TIMELINE:** One lesson per grade level **CLASS PERIOD (min.):** 55-70 minutes each lesson

ESSENTIAL QUESTIONS:

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.		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. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to		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	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 B. Students will employ strategies to achieve future	DOK Level – 2 DOK Level – 4

		identify occupations of interest. 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. CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. CD.7.B.12: Utilize knowledge of career exploration and planning to adapt		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	career goals with success and satisfaction. CD C. Students will understand the relationship between training and the world of work.	DOK Level – 4 DOK Level 4 DOK Level 3 DOK Level 4 DOK Level 4

		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.				DOK Level 4
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.		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	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

				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*:						

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.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	_____ Direct __x__ Indirect __x__ Experiential __x__ Independent study _____ 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?

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____ Guided & Shared - reading, listening, viewing, thinking	_____ Problem Solving _____ Case Studies _____ Reading for Meaning ___x__ Inquiry (Ls. 3) _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls. 3) _____ Role-playing _____ Model Building ___x__ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs __x____ Reports (Ls. 4) _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework ___x__ Research Projects (Ls. 3) _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 1) _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups ____x__ 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

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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	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 5. Comprehend an devaluate 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	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 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	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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	3. Analyze the duties and responsibilities of individuals in societies 6. 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	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 of ideas
	Mathematics	
	Social Studies	
	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:

What skills are necessary for the most effective interaction within group situations?
How do people decide what to do with their lives?
How can an individual make a difference?
How can a person contribute to the well-being and betterment of the local and global society?
What careers are important in maintaining a global society?

Unit 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.
The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.
The student will list three activities he/she is involved in that make positive contributions to a global society.
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.

Unit Instructional Strategies/Instructional Activities:

__X__ Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
__X__ Indirect
__X__ Experiential
_____ Independent study (Learning Logs)
__X__ Interactive Instruction (Brainstorming, Interviewing)

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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.

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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 *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (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	

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	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

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. 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.	1. Students will participate in role-play or participate as observers.

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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.	2. Students will complete the "How I Relate to Others" Activity Sheet.
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?	3. Students participate in discussion by talking about specific and/or general items.
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!)	4. Students turn in their activity sheets.

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)

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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.			

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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.			

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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 an 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	

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	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

Instructor Procedures/Instructional Strategy:	**Student Involvement/Instructional Activity:**
1. Counselor will project the timeline using an overhead projector (or more advanced technology, if available). Explain the examples on the Timeline Activity Sheet.	1. Students will observe the counselor's examples.
2. Counselor will distribute a copy of the Timeline Activity Sheet to each student, and ask students to develop their own timelines.	2. Students will work in pairs to discuss and complete their timelines.
3. Counselor will model using the Timeline Activity Sheet to develop an autobiography for their future.	3. Students observe counselor modeling the biography.

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4. The counselor asks students to complete a biography for their future.	4. Students complete biographies using the prompts included on the "My Projected Autobiography" Activity Sheet.
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.	5. Students complete autobiography describing life-long goals making connections to other people, work, workers, and the well-being of our planet.
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.	6. Students will "file" completed Activity Sheets and "Aha Statements" to use during their senior culminating project.

Teacher Follow-Up Activities

Teacher will allow students to peer review biographies.

Counselor reflection notes (completed after the lesson)

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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

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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.

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Unit #3 Title: Respect for All Work

Lesson Title: Peer Review of My School and Community Activities **Lesson:** 3 of 4

Grade Level: 11

Length of Lesson: 55-70 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.11: Identify the value of personal contributions to the world of work as a result of one's career choices.

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)

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.)

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 2. Develop and apply strategies based on ways others have prevented or solved problems
X	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

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. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

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	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

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor will ask students to write a list of their community and school **activities** (beyond "membership" in organizations) from the 9th grade until now. (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.	1. Students write a list of their community and school activities.
2. When students have completed their lists of activities, they will write a statement of the	2. Students will write a statement of the basic concept of their life long goals

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basic concept of their life long goals/ life mission.	(life mission).
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.	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.
4. Counselor asks each pair to report findings.	4. Each pair reports findings.

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)

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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

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

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

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X	Goal 4: Make decisions and act as responsible members of society 3. Analyze the duties and responsibilities of individuals in societies 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	3. Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals) 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:

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.

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Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
Instructor Procedures:	
1. Counselor hands out books and asks students to read through each characteristic and make sure they came up with the correct personality type.	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. Counselor may record each student's type while students read about their type.	2. Students will read about their particular type/temperament. (Pages 32-64)
3. Counselor will lead a discussion on types, using the plotted types on the board.	3. Students will declare their types/temperaments.
4. Counselor will review the material in chapter 6 that will explain the behavior of each type.	4. Students will listen and read along.
5. Counselor will instruct students on how to fill out the "10 Steps to Creating a Personal Career Plan" worksheet.	5. Students fill out worksheet and return to counselor.
6. Counselor will make copies of worksheets and return originals to students.	6. Students will be able to sign up for a small group of their type to discuss career options if interested.
7. Conduct a discussion on how all personality types and careers are valuable in a global society.	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.

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10 Steps to Creating a Personal Career Plan

Adapted from Tieger & Barron (2007) Do What You Are

Your Name: _____ **Your Type : _____**

Step 1-Varifying 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.

_____ _____ _____
_____ _____ _____

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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!)

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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

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I

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

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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

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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

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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

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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

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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

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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

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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 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.

UNIT DESCRIPTION: Respecting All Work 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.	**SUGGESTED UNIT TIMELINE:**4 Lessons **CLASS PERIOD (min.)**: 55-70 each lesson

ESSENTIAL QUESTIONS:

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
1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.		CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one's career and educational plan. CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. 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: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD B: Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level – 4 DOK Level – 4

		Identify the value of personal contributions to the world of work as a result of one's career choices. CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.		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 C: Students will understand the relationship between training and the world of work.	DOK Level – 3
2. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals.		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	CD A CD B CD C	DOK Level – 4 DOK Level – 4 DOK Level – 3 DOK Level - 4

				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)**
	__x___ Direct __x__ Indirect __x__ Experiential

	_____ Independent study __x__ 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?

	Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform ___x__Concept Formation(Ls.1,2,3) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building ___x___ Surveys (Ls. 1)	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates ___x__ Role Playing Ls. 1 _____ Panels _____ Brainstorming ___x__ Peer Partner Learning (Ls. 3) ___x__ Discussion (Ls. 1,2,3) _____ Laboratory Groups ___x__ Think, Pair, Share (Ls. 3) _____ Cooperative Learning _____ Jigsaw ___x__ Problem Solving (Ls. 2,3) _____ 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