Unit #1 Title: Work, Career Paths and Me!  

Grade Level: 1

Number of Lessons in Unit: 2

Time Required: 20-30 minutes/each

Best time of year to implement this unit: Anytime

Lesson Titles:
Lesson #1: Jobs I Like At Home and School
Materials/Special Preparation Required:
  Classroom Job Chart
  Flip Chart, Board, or Other Visual Media
  Markers
  “Sharing Circle” Ball

Lesson #2: Career Paths In My Community
Materials/Special Preparation Required:
  Career Paths mini poster
  Career Puppets (counselor’s choice)
  Paper, markers, pencils
  Set of Career Path posters

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

Grade Level Expectations (GLEs):
CD.7.A.01: Identify strengths and interests at home and school. (DOK Level – 1)
CD.7.B.01: Identify workers in the local community related to the six (6) career paths. (DOK Level - 2)
CD.7.C.01: Explain the importance of jobs in the family and school. (DOK Level – 2)

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

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
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<tbody>
<tr>
<td>X</td>
<td>Goal 1: Gather, analyze and apply information and ideas</td>
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<td></td>
<td>6. Discover and evaluate patterns and relationships in information, ideas and structures.</td>
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<td>X</td>
<td>Goal 2: Communicate effectively within and beyond the classroom</td>
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<td>3. Exchange information, questions and ideas while recognizing the perspectives of others.</td>
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<td>X</td>
<td>Goal 3: Recognize and solve problems</td>
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<td>5. Reason inductively from a set of specific facts and deductively from general premises.</td>
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Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success

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Goal 4: Make decisions and act as responsible members of society
1. Explain reasoning and identify information used to support decisions.
3. Analyze the duties and responsibilities of individuals in societies.

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

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas.</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>X Social Studies</td>
<td>6. Relationships of the individual and groups to institutions and cultural traditions.</td>
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<tr>
<td>Science</td>
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<tr>
<td>Health/Physical Education</td>
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<tr>
<td>X Fine Arts</td>
<td>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts.</td>
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Unit Essential Questions:
What are jobs?
Why jobs important?

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

Unit Instructional Strategies/Instructional Activities:
X Direct (Lecture, Explicit Teaching)
_____ Indirect
X Experiential (Surveys)
_____ Independent study
X Interactive Instruction (Brainstorming, 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.
At the conclusion of the unit, the student will identify personal strengths and interests, and to articulate the importance of jobs within the family and the school setting. The student will also be able to match jobs in the community with each of the Career Paths.
**Brief Summary of Unit:**
Students will be learning about the relationship between strengths and interests, and how those strengths and interests relate to what people do in their careers. Further exploration of the six career paths and the importance of all jobs will be conducted.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**
Students will have some knowledge of different jobs they do at home and at school. Students will have some familiarity with the career paths.