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.

**ESSENTIAL QUESTIONS:**

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

**ESSENTIAL MEASURABLE LEARNING OBJECTIVES**

<table>
<thead>
<tr>
<th>1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.</th>
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**CCSS LEARNING GOALS** (Anchor Standards/Clusters)

- 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.

**CROSSWALK TO STANDARDS**

<table>
<thead>
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<th>CCSS</th>
<th>OTHER ASCA</th>
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**SUGGESTED UNIT TIMELINE:** 2 Lessons

**CLASS PERIOD (min.):** 30 minutes each
**ASSESSMENT DESCRIPTIONS**:  
Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student’s portfolio for future reference)

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

2014  
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**UNIT RESOURCES: (include internet addresses for linking)**
