

Unit #1 Title: Work, Career Paths and Me!	Grade Level: 1
Number of Lessons in Unit: 2	
Time Required: 20-30 minutes/each	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Jobs I Like At Home and School	
Materials/Special Preparation Required:	
Classroom Job Chart	
Flip Chart, Board, or Other Visual Media	
Markers	
“Sharing Circle” Ball	
Lesson #2: Career Paths In My Community	
Materials/Special Preparation Required:	
<i>Career Paths</i> mini poster	
Career Puppets (counselor’s choice)	
Paper, markers, pencils	
Set of <i>Career Path</i> posters	
Missouri Comprehensive School 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) Mindsets and Behaviors:	
Career Development	

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas and structures.
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 5. Reason inductively from a set of specific facts and deductively from general premises.

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

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

Unit Essential Questions:

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

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

Unit Instructional Strategies/Instructional Activities:

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

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

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

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

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