Unit #1 Title: Finding My Place In The Community   **Grade Level:** 4

Number of Lessons in Unit: 2

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:
Lesson #1: Where do I Fit?
        Materials/Special Preparation Required:
                *Where Do I Fit Activity Shee*t
                Career Path Mini Poster
                Job Picture Activity Sheet (Pictures of Community Workers)

Lesson #2: Information, Please!
        Materials/Special Preparation Required:
                For "hook": map, travel books, hotel guide, etc.
                Career Path Mini Poster
                Job Picture Activity Sheet
                Job Research Activity Sheet (A Job I am Interested in Finding Out More About…)
                Computer or computer lab
                Career exploration software, such as *Paws In Jobland* (Bridges.com), *Coin Climb*
                (www.coin3.com) or Career exploration books, such as *Children's Dictionary of
                Occupations (Hopke and Parramore, Meridian Education Corporation),* **or** Local
                Speaker in the Community

Missouri Comprehensive 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.04:   Compare interests and strengths with those of workers in the local
                community. (DOK Level - 3)
CD.7.B.04:   Identify school and community resources available for exploration of the six
                career paths. (DOK Level - 1, 2)
CD.7.C.04:   Recognize the contributions of all jobs to the community. (DOK Level - 2)

American School Counselor Association (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

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)**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How does understanding one's interests and strengths relate to career exploration? Why is researching a career important in the career decision-making process?

Unit Measurable Learning Objectives:

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

Unit Instructional Strategies/Instructional Activities:

_X_ Direct (Demonstration, Guided & Shared-Reading, Listening, Viewing, Thinking) _____ Indirect _X_ Experiential (Field Observation) _____Independent Study _X_ Interactive Instruction (Panels, Discussion)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete the Activity Sheet "Where Do I Fit?" Inventory. Individual results will be used to compare personal preferences to the six career paths and match preferences to possible careers. Students will use career software and other career exploration resources to discover opportunities in a variety of occupations.

Brief Summary of Unit:
This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work.
Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

Unit Goals:
CD.7.A.04:   Compare personal and educational interests and strengths with those of workers in the local community.
CD.7.B.04:   Identify and "sample" school and community resources that are available for exploration of the six career paths.
CD.7.C.04:   Recognize the contributions of all jobs to the community.

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

Students require some knowledge of their individual career interests.
Age appropriate computer literacy
Vocabulary: career paths, preferences