

**Unit #1 Title:** Finding My Place In The World

**Grade Level:** 5

**Number of Lessons in Unit:** 3

**Time Required:** 30-40 minutes/each

**Best time of year to implement this unit:** Anytime

**Lesson Titles:**

Lesson #1: Where do I fit now? Have I changed?

Materials/Special Preparation Required:

*Where Do I Fit?* Activity Sheet each student completed in grade 4; plus a new copy for grade 5 (if not used in 4<sup>th</sup> gr. adapt lesson to meet your needs)

Career Paths Mini Poster

Mini Poster *Jobs in the World of Work*

Lesson #2: Back in the “Old Days”

Materials/Special Preparation Required:

Picture of a family sedan from 10 years ago, picture of a current “hot” car

Activity Sheet *How Times Change*

Mini Poster *Job Changes in the World of Work* (one for each small group)

Lesson #3: How Times Have Changed

Materials/Special Preparation Required:

Activity Sheet *How Times Change* (completed)

Flip chart/chalkboard

**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.05: Compare interests and strengths with those of workers in the global community. (DOK Level – 3)

CD.7.B.05: Describe occupational changes that have occurred over time within the six career paths. (DOK Level - 3)

CD.7.C.05: Describe the contributions of a variety of jobs in the community. (DOK Level – 4)

**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)
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:**

In what ways have jobs changed over the years? How people’s interests change as they get older?
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**Unit Measurable Learning Objectives:**

The student will identify at least one career that matches his/her interests. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings. The student, as a member of a group, will identify five jobs that have changed over the last ten years.
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**Unit Instructional Strategies/Instructional Activities:**

<input checked="" type="checkbox"/> Direct (Compare & Contrast) <input checked="" type="checkbox"/> Indirect (Problem Solving, Writing to Inform) <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction (Discussion, Interviewing)
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**Unit Summative Assessment (acceptable evidence):**

<b>Summative assessment relates to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b> The student will compare/contrast “ <i>Where Do I Fit</i> ” <i>Activity Sheet</i> of working conditions completed in grade 4 with grade 5 “ <i>Where Do I Fit</i> ” <i>Activity Sheet</i> . The student will interview a worker and complete “ <i>How Times Have Changed</i> ” <i>Activity Sheet</i> regarding how the worker’s job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the
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**Brief Summary of Unit:**

Students will complete a second “*Where Do I Fit*” *Activity Sheet* and compare the 5<sup>th</sup> grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices.

Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.

**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 knowledge of their own personal and educational interests and strengths.

Students will have knowledge of the six career paths.

Students will have basic knowledge of various jobs.

Students will know how to conduct an information-gathering interview and record responses in writing.

Vocabulary: Preference, Self-Assessment/Evaluation, Attributes