

Unit #1 Title: Developing Awareness of Work and Workers

Grade Level: K

Number of Lessons in Unit: 4

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime

Lesson Titles:

Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do

Materials/Special Preparations Required:

Two puppets of your choice

These Are a Few of My Favorite Things To Do activity sheet

Sharing Circle Ball

Lesson # 2: Name That Career Path

Materials/Special Preparation Required:

Career Paths mini poster(1)

Career Path posters (6)

Puppets from lesson 1

Blank 5x7 index cards or sentence strips

Lesson #3: Traveling the Career Paths (Part 1)

Materials/Special Preparation Required:

Career Paths mini poster(1)

Same two puppets from lessons 1 & 2

Various career hats, pictures or puppets

Blank 5x7 index cards or sentence strips

Lesson #4 Traveling the Career Paths (Part 2)

Materials/Special Preparation Required:

Career Paths posters & *Career Paths* mini poster from Lesson 2

Student generated list of jobs (on index cards from Lesson 2 & 3)

Same two puppets from previous lessons

Blank Index Cards (5x7) or sentence strips

Board Space for each Career Path

Musical Selection on tape or CD

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.0K: Identify likes and dislikes at home and school. (DOK Level - 2)

CD.7.B.0K: Identify workers in the school and in families related to the six (6) career paths. (DOK Level - 2)

CD.7.C.0K: Recognize that all work is important. (DOK Level - 1)

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 idea 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
	Goal 3: Recognize and solve problems
X	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.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
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:

What is work?
Why do people work?

Unit Measurable Learning Objectives:

Students will identify at least two tasks they like to do at home and at school.
Students will identify at least two tasks they dislike at home and at school.
Students will identify all six career paths as a group and identify why they are important.
Students will identify at least two workers in school and their career paths.
Students will identify at least two family members and their career paths.
Students will identify two jobs and share one reason why each job is important.

Unit Instructional Strategies/Instructional Activities

<input checked="" type="checkbox"/>	Direct (Guided and Shared – reading, listening, viewing, thinking)
<input type="checkbox"/>	Indirect
<input type="checkbox"/>	Experiential
<input type="checkbox"/>	Independent Study
<input checked="" type="checkbox"/>	Interactive Instruction (Brainstorming, Think, Pair, Share)

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.
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Performance Task: Students will identify jobs of parents or other family members/friends and match them with the appropriate career path.

Brief Summary of Unit: Students will identify activities that they like/dislike at home and at school; will learn how to relate knowledge of workers at home and at school to the 6 career paths; and develop an appreciation for the importance of all kinds of work.

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 possess some knowledge of workers at school and at home.
Students will possess some knowledge of the duties and responsibilities required of various workers.
Students will possess some knowledge of vocabulary such as: likes/dislikes, work/workers, duties/responsibilities, favorite or not so favorite, least/most, jobs.