

**Unit # 1 Title:** Who Am I as a Career?

**Grade Level:** 6

**Number of Lessons in Unit:** 2

**Time Required:** 2 sessions of 30 minutes

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

**Lesson Titles:**

Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: “Ideas for Personal Plan of Study/Career Portfolio”

“Career Path Descriptions”

“Career Path Posters” (set of six)

“Occupation Card Sort Answers”

Activity Sheets: “Career Path Group Project Form”

“Occupation Cards”

Tootsie Rolls™ (or similar product)

“Worker Interview” Activity Sheets

Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: “Career Path Descriptions”

Career Path Posters (Set of 6),

Activity Sheets: “Worker Interview”

Career Path Student Surveys

([www.missouricareereducation.org/project/guidelsn/cd2](http://www.missouricareereducation.org/project/guidelsn/cd2))

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

**Missouri Comprehensive School Counseling Big Idea:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectations (GLEs):**

CD.7.A.06: Use current interests, strengths and limitations to guide individual career exploration. (DOK Level – 3)

CD.7.B.06: Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.7.C.06: Recognize non-traditional work roles. (DOK Level – 2)

CD.8.A.06: Evaluate career and educational information resources. (DOK Level – 2)

CD.8.B.06: Compare the different types of post-secondary training and education as they

relate to career choices. (DOK Level – 3)

**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 5. Comprehend and evaluate written, visual and oral presentations and works. 6. Discover and evaluate patterns and relationships in information, ideas and structures. 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: acquire the knowledge and skills to communicate effectively within and beyond the classroom. 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 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	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. 6. Identify tasks that require coordinated effort and work with others to complete those tasks. 8. Explore, prepare for and seek educational and job opportunities.

**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and verbal skills; interview and writing skills
X	Mathematics	Data analysis
X	Social Studies	Recognition of roles of careers in society
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Essential Questions:**

How do the career paths relate to a person’s identity?

**Unit Measurable Learning Objectives:**

The student will use career and educational information resources to choose one career path, identifying training and education.  
The student will identify males and females in nontraditional work roles by completing the

“Job and Gender Role” survey.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)
- Indirect (Problem Solving, Reflective Discussion, Concept Attainment)
- Experiential (Surveys)
- Independent Study (Reports, Assigned Questions, Research Projects)
- Interactive Instruction (Discussion, Cooperative Learning, Problem Solving, Interviewing)

**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 identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

**Brief Summary of Unit:**

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional v. non-traditional work roles for males and females is explored via a student-led interview in the second lesson.