

Unit #1 Title: Career Investigations: Jobs in the World of Work	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required: 3-30 min. sessions	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson #1: Becoming A Career Detective (Part 1)	
Materials/Special Preparation Required:	
An oversized magnifying glass drawn on a big piece of paper (students’ responses in “HOOK” and # 1 will be written on magnifying glass” and saved for Lesson 2)	
Activity Sheet: <i>Interview Questions</i>	
Activity Sheet: <i>Interview Summary</i>	
Activity Sheet: <i>Investigative Reporter’s Notebook</i> (optional)	
Dry erase board, smart board, chart paper, or other	
Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own	
Lesson #2: Becoming A Career Detective (Part 2)	
Materials/Special Preparation Required:	
Completed interview activity sheets (from lesson 1)	
<i>Interview Summary</i> Activity sheet	
Magnifying glass and magnifying glass drawn on paper from previous lesson	
Missouri Comprehensive School Counseling Big Idea:	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
Grade Level Expectations (GLEs):	
CD.8.A.03: Explain what workers do and need to know in various careers. (DOK Level – 2)	
CD.8.B.03: Gather information regarding training and education for a variety of careers. (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
	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	
X	Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the visual or performed arts

Unit Essential Questions:

Why does our world need different types of jobs?
Why do people need jobs?

Unit Measurable Objectives:

The student will explain what workers do and need to know in two careers.
The student will gather information regarding training and education for at least two careers.

Unit Instructional Strategies/Instructional Activities:

Direct
 Indirect (Reflective Discussion)
 Experiential
 Independent study
 Interactive Instruction (Discussion, Interviewing)

Lesson Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.

Brief Summary of Unit:

In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.

Process: Students will gather information through classroom activities and interviews with

workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.