

Unit #1 Title: The Road to Careerville:
Exploring Career Paths & Requirements

Grade Level: 4

Number of Lessons in Unit: 3

Time Required for each lesson: 30 minutes

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson # 1: The Road to Careers (Part 1)

Materials/Special Preparations Required:

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Career Path Strips (Master Copy of single page—to be cut into strips)

Activity Sheets for students:

“Career Paths and Example Jobs”

“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Dry erase board/SMART board/other visual display

Poster board or construction paper

Pencils, markers

Lesson # 2: The Road to Careers (Part 2)

Materials/Special Preparations Required:

Student-made charts (“Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education”) begun in Lesson 1

Counselor Resources:

“Career Paths and Example Careers”

“Career Path Posters” (set of 6)

Activity Sheets for Students:

“Career Paths and Example Jobs”

“The Relationship of My ...” (see Lesson 1)

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Dry erase board/SMART board/other visual display

Poster board or construction paper

Pencils, markers

Lesson # 3: The Road to Careers (Part 3)

Materials/Special Preparations Required:

Roadmap; Student-made posters completed in Lesson 2

Counselor Resources:

<p>Career Paths and Example Careers” “Career Path Posters” (set of 6) “Letter from <i>Careerville News</i> Reader” (1 copy for each group) “Columnist’s Response to a Reader” (1 copy for each group). Activity Sheets for Students: Template for Friendly Letter (copies for each student) Career information publications (e.g., <i>Children’s DOT</i>, brochures available from professional organizations) and access to career information websites Dry erase board/SMART board/other visual display Poster board or construction paper Pencils, markers</p> <p>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</p> <p>Grade Level Expectations (GLEs): CD.8.A.04: Relate current student learning to each of the six career paths. (DOK Level – 3) CD.8.B.04: Outline the training and educational requirements for a variety of careers. (DOK Level – 3)</p> <p>American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development</p>

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	
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:

How does a person’s education prepare him/her for future jobs and careers?
How do people prepare for careers?

Unit Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Unit Instructional Strategies/Instructional Activities

- Direct (Structured Overview, Guided & Shared –Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
- Experiential (Role Playing)
- Independent study
- Interactive Instruction (Role Playing, Brainstorming, Peer Partner Learning, Discussion, Cooperative Learning)

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.**

The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training and education via charts, student-made posters, student-written letters, and through other media resources.

Brief Summary of Unit:

The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available

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

Students will need prior knowledge of roles, responsibilities, and skills of family members, school workers, and community workers. In addition, students are expected to have prior knowledge of the Career Paths (see Resources “Career Paths and Example Careers” “Career Path Mini-Poster”).