

<b>Unit #1 Title:</b> The Road to Careerville: Exploring Career Paths and Requirements	
<b>Lesson Title:</b> The Road to Careers (Part 2)	<b>Lesson:</b> 2 of 3
<b>Grade Level:</b> 4	<b>Length of Lesson:</b> 30 minutes
<b>Missouri Comprehensive School Counseling Big Idea:</b> CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post Secondary Training/Education	
<b>Grade Level Expectations (GLEs):</b> CD.8.A.04: Relate current student learning to each of the six career paths. CD.8.B.04: Outline the training and educational requirements for a variety of careers.	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Career Development	

**Materials (include activity sheets and/ or supporting resources)**

<p>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., <i>Children’s DOT</i>, brochures available from professional organizations) and access to career information websites                  Chalkboard, chalk, poster board or construction paper, pencils, markers</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

<input checked="" type="checkbox"/>	Goal 1: Gather, analyze and apply information and ideas
<input checked="" type="checkbox"/>	Goal 2: Communicate effectively within and beyond the classroom
<input checked="" type="checkbox"/>	Goal 3: Recognize and solve problems
<input checked="" type="checkbox"/>	Goal 4: Make decisions and act as responsible members of society

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
<input checked="" type="checkbox"/> Communication Arts	3. Reading and evaluating nonfiction works and material 4. Writing formally and informally
<input type="checkbox"/> Mathematics	
<input checked="" type="checkbox"/> Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
<input type="checkbox"/> Science	
<input type="checkbox"/> Health/Physical Education	
<input checked="" type="checkbox"/> Fine Arts	1. Process and techniques for the production, exhibition, or performance of one or more of the

		visual or performed arts
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**Enduring Life Skill(s)**

<b>X</b>	Perseverance	<b>X</b>	Integrity	<b>X</b>	Problem Solving
<b>X</b>	Courage		Compassion		Tolerance
<b>X</b>	Respect	<b>X</b>	Goal Setting		

**Lesson 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.

**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 complete the poster started in lesson 1 by adding the post-secondary options for training and/or education in the third column on the poster. Reminder: Column 1 = School-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

**Lesson Preparation**

**Essential Questions:** How do people prepare for careers?

**Engagement (Hook):** Once again, come to class dressed as **Inspector “CareerSo”** with an oversized magnifying glass and a crumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, “AHA! I see ... The Career Paths lead to Careerville! WOW! You can get there in many different ways!” Draw a road on the dry erase board/SMART board/other visual display. Write “Careerville” at the end of the road and remind students that we are on a journey to “**Careerville**.” Say, “All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville.”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>Review the concept of “Post-secondary training and/or education.” List on the board, examples of the many options for students after graduating from high school, e.g., apprenticeships, on-the-job training, the military, technical school, community college, and four-year college.</li> <li>Tell students to return to their “Lesson 1</li> </ol>	<ol style="list-style-type: none"> <li>Students will contribute post-secondary employment and education/training options.</li> <li>Students will position themselves in</li> </ol>

<p>groups” (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1.</p> <ol style="list-style-type: none"> <li>3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group’s poster.</li> <li>4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs.</li> <li>5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection.</li> <li>6. Facilitate students’ developing ability to support their “statements” with evidence and documentation. Guide them to support their “matching” of work roles and post-secondary requirements by citing the source of the information they found while researching the post-secondary requirements of workers.</li> <li>7. Inform students that during the next guidance lesson, they will be writing letters to the readers who are seeking advice about working in Careerville. Encourage their continued observation and reading about work and workers. Students will be using the information on their posters as well as information they find in other reliable sources to formulate the information support for the advice they provide about choosing a career path or a specific job.</li> </ol>	<p>groups.</p> <ol style="list-style-type: none"> <li>3. Students will list post-secondary options in the third column of their posters.</li> <li>4. Students will use the career information resources made available by the counselor to research options available for specific careers.</li> <li>5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.</li> <li>6. Students will discuss the research that “informed” their decisions to match specific jobs/careers with specific education and/or training requirements.</li> <li>7. Students will listen.</li> </ol>
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<p>NOTE: Save group materials (individual student's Activity Sheets, the group's resources/ materials, group's poster) in a bundle by classroom for ease of retrieval and use during the next lesson.</p>	
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**Teacher Follow-Up Activities**

<p>Ask the classroom teacher to keep the Career Path Posters displayed throughout the three lessons of this career unit.</p>
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<p>Provide the classroom teacher with a listing of the Career Paths and several occupations within each Career Path. Encourage classroom teachers to relate the careers that apply to current learning during instruction (See Resource: Career Paths and Example Careers).</p>
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**Counselor reflection notes (completed after the lesson)**

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