

<p>Unit #1 Title: It’s Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers</p>	<p>Grade Level: 5</p>
<p>Number of Lessons in Unit: 2</p>	
<p>Required: 2-30 min. sessions</p>	
<p>Best time of year to implement this Unit: Anytime</p>	
<p>Lesson Titles:</p>	
<p>Lesson #1: Career Magic (Part 1)</p>	
<p>Material/Special Preparation Needed</p>	
<p> Magic Wand; Magic Hat or Box</p>	
<p> Resource: <i>Career Paths Strips</i> (Master Copy)</p>	
<p> Activity sheet: <i>Career Graphic Organizer</i> (copies for students);</p>	
<p> Whiteboard, smart board, or other means of visual display</p>	
<p>Lesson #2: Career Magic (Part 2)</p>	
<p>Material/Special Preparation Needed</p>	
<p> Magic Wand; Magic Hat or Box</p>	
<p> Activity sheets: <i>Career Graphic Organizer</i> (from Lesson 1); Activity sheet: <i>A Comparison of the Similarities and Differences Among Careers</i></p>	
<p> Whiteboard, smart board, or other means of visual display</p>	
<p>Missouri Comprehensive School Counseling Big Idea:</p>	
<p>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):</p>	
<p>CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)</p>	
<p>CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)</p>	
<p>American School Counselor Association (ASCA) Mindsets and Behaviors:</p>	
<p>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	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How do training and skills affect a person’s role and responsibilities in the community?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of two careers through use of a graphic organizer.
The student will compare and contrast the training and educational requirements for two careers through use of a graphic organizer.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect
 Experiential
 Independent Study (Journal)
 Interactive Instruction (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. Summative Assessment:
 Students will gather information about the roles, responsibilities, skills and training/education requirements of workers. The information gathered will be placed in a graphic organizer chart and then analyzed to identify the similarities and differences in the careers. Within each team, individual members will gather data, which will then be grouped with the data gathered by the other team members. The grouped data will be analyzed to identify patterns, similarities and differences among the roles, responsibilities, skills and post-secondary education/training requirements. Results will be presented in a visual form of the team members’ choice (e.g., a T-Chart or other graphic organizer).

Brief Summary of Unit:

In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training requirements (post-secondary training and education) of workers in different career paths. Students will demonstrate this understanding through a chart and activity sheets.

The 5th grade Unit builds on the knowledge, skill and understanding developed in the K-4 Career Development Units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers and to collaborate with other team members to analyze the data.

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

Kindergarten: Work roles and responsibilities of family members;

First Grade: Work roles, responsibilities and skills of school workers,

Second Grade: Work roles, responsibilities, skills of community workers,

Third Grade: Work roles, responsibilities, skills and academic knowledge of workers whom students selected to interview.

Fourth Grade: Work roles, responsibilities, skills, and post-secondary training/education required.

In addition, students are expected to have prior knowledge of the Career Path concept and the names/characteristics of careers in each Career Path (see resources for fourth grade units, especially the Career Path Mini-Poster).