

**Unit # 1 Title:** How Do the Pieces Fit?

**Grade Level:** 7

**Number of Lessons in Unit:** 3

**Time Required:** Usually 50 minutes; however, length will vary depending on the length of the inventories selected.

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

**Lesson Titles:**

Lesson 1: If the Career Fits, Explore It!

Materials/Special Preparation Required:

A career interest inventory: Your local school district, most likely, has adopted an interest inventory. Review the inventory's purpose, district's use of inventory and relevance/application to 7<sup>th</sup> grader's exploration of their interests. If the district has not adopted a specific inventory, explore interest inventories available free via the internet and commercial sources. Examples of interest inventories include: Job-O, Career Game, COIN Career Targets, CX Bridges Career Explorer, Choices, or Missouri Connections.

Lesson 2: If the Career Fits, Explore It! (Part 2)

Materials/Special Preparation Required:

Completed career interest inventory (See Lesson 1)

Career information resources: Print (e.g., *Occupational Outlook Handbook*) and electronic

Activity Sheets: *Who I Am...*, *Researching a Career* (optional)

Lesson 3: We Are All Pieces of the Puzzle

Materials/Special Preparation Required:

Completed *Who I Am ...* and *Researching a Career* Activity Sheets (see Lesson 2)

Activity Sheet: *Map It Out* concept map (2 copies for each student)

Item(s) purchased locally and produced in another country

**Missouri Comprehensive Guidance and Counseling Domain:**

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 Standard (GLS):**

CD.7.A.07.a.i: Use current interests, strengths, and limitations to guide career exploration and educational planning. (DOK – Level 3)

CD.7.B.07.a.i: Recognize occupations and careers as they relate to career paths and personal interests/aptitudes. (DOK – Level 2)

CD.7.C.07.a.i: Recognize the relevance of all work and workers and their existence in a global society. (DOK – Level 2)

CD.8.A.07.a.i: Utilize career and educational information to explore career paths of interest. (DOK – Level 3)

CD.8.B.07.a.i: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. (DOK – Level 3)

**American School Counselor Association (ASCA) National Standard:**

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas. 6. Discover and evaluate written, visual and oral presentations and works. 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 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 writing; compare and contrast; research
X	Mathematics	Data analysis
X	Social Studies	Understanding the value of individuals in a global society
	Science	
	Health/Physical Education	
	Fine Arts	

**Unit Essential Questions:**

Who am I? What appeals to me?  
How are occupations inter-related?  
How do people’s interests affect career choices?

**Unit Measurable Learning Objectives:**

The student will identify interests and relate that information to careers and career paths by completing an interest inventory.  
The student will research three possible careers and choose one for further investigation.

The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

**Unit Instructional Strategies/Instructional Activities:**

- Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Concept Mapping)
- Experiential (Surveys)
- Independent Study (Research Projects)
- Interactive Instruction (Discussion, Cooperative Learning)

**Unit Summative Assessment (acceptable evidence):**

**Summative assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.**

Students will complete a career interest inventory (e.g. Job-O, Career Game, COIN Career Targets, Missouri Connections, CX Bridges Career Explorer, Choices, etc.) and authentic assessment through inclusion in career portfolio.

Students will research three careers of interest and select one goal career.

Students will use graphic organizers to demonstrate related careers.

**Brief Summary of Unit:** Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

**Student Prior Knowledge:**

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student’s prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 7 the common conceptual understanding includes: the integration of self knowledge into life and career plans, adapting to changes in the world economy and work, respect for all work (and workers).

For CD 8 the common conceptual understanding includes: the career decision-making processes and the education and training requirements of careers.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Personal Characteristics