

**Unit #1 Title:** Making Connections

**Grade Level:** 2

**Time Required:** 20-30 minutes per lesson

**Number of Lessons in Unit:** 3

**Time Required for each Lesson:** 20-30 minutes

**Best time of the year to implement this Unit:** Anytime (Students must be able to perform tasks, e.g. writing responses)

**Lesson Titles:**

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

*New Things to Learn and Explore* Activity Sheet

*Career Paths* Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

*Career Paths* Mini Poster

Set of *Career Path* Posters

*Connecting School Skills to the Career Paths* Activity Sheet

Flip Chart, Board or Other Visual Media

Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:

Well-kept vs. not well-kept

Jobs Done and Undone

*Thank You for Helping our Community* activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

**Missouri Comprehensive Guidance and Counseling Domain:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Grade Level Standards (GLSs):**

CD.7.A.02.a.i: Identify new activities and interests to explore. (DOK Level - 1)

CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.(DOK Level - 2)

CD.7.C.02.a.i: Explain the importance of jobs and workers in the community. (DOK Level - 2)

**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 training and the world of work.

**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 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 type="checkbox"/> Fine Arts	

**Unit Essential Question:**

What is the relationship between strengths, interests, and careers?

**Unit Measurable Learning Objectives:**

The student will identify at least two new activities and interests to explore.  
 The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.  
 The student will list at least three reasons that jobs and workers are important in the community.

**Unit Instructional Strategies/Instructional Activities:**

- ☒ Direct (Guided & Shared – reading, listening, viewing, thinking)
- ☐ Indirect
- ☒ Experiential (Narratives)
- ☐ Independent study
- ☒ Interactive Instruction (Brainstorming)

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

**Assessment should relate to the performance outcome for goals, objectives and GLSs.**

**Assessment can be question answer, performance activity, etc.**

The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including:

- relationship of job to a career path.
- skills students observes worker using.
- the importance of worker and his or her job to the community.

**Brief Summary of Unit:**

Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.

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

Knowledge of Career Paths (name/give examples of jobs in each career path.)

Students need some knowledge of jobs in the local community.

Students need to be able to write responses on activity sheet, *New Things to Learn and Explore*.

Knowledge of Christopher Columbus

Vocabulary: Career path, explore, subject area, skill/strength