

Unit #1 Title: Making Connections**Lesson Title:** Connecting The Dots: Linking Academic Skills to the Career Paths**Lesson:** 2 of 3**Grade Level:** 2**Length of Lesson:** 30 minutes**Missouri Comprehensive Guidance and Counseling Domain:**

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

Grade Level Standard (GLS):

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

American School Counselor Association (ASCA) National Standard:

Career Development:

C. Students will understand the relationship between training and the world of work.

Materials (include activity sheets and/ or supporting resources)

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

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	
	Fine Arts	

Enduring Life Skill(s)

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

Students will identify at least two academic skills necessary for workers in the 6 career paths.

Lesson Formative Assessment (acceptable evidence):

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

Assessment can be question answer, performance activity, etc.

Student Work Sample: Students will complete a worksheet that matches academic skills to corresponding career paths.

Lesson Preparation**Essential Questions:**

Why are certain skills necessary for a person to be successful at certain jobs?

Engagement (Hook): “Teacher Interview”

Ahead of time, ask the classroom teacher (or some other staff member) to participate in the “hook.” In front of the class, remind the students that you have been talking about career paths. Ask the teacher what subjects/skills she/he learned in elementary schools that have helped him/her to become a good teacher. The teacher will briefly discuss the pertinent subjects/skills. Ask students what career path a “teacher” fits. Thank the teacher for his/her participation, and go on with the lesson.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. After the “hook”, the counselor will remind the students that they are on their path to a career, saying, “When did you start your career path/journey? What skills and subjects are you learning now or have learned previously to help you with your career path/journey.” The counselor will record answers on board, flip chart, or other visual media. 2. The counselor will review the <i>Career Path</i> Mini Poster with the students and instruct students to select subjects/skills from the list generated by the students in step 1 and identify the career path they think these skills/subjects belong in. Make the point that these subjects/skills can fit in many of 	<ol style="list-style-type: none"> 1. Students will respond that they started their path to a career in preschool or kindergarten. Students respond with ideas using board, flip chart or other visual media. 2. Students will volunteer ideas. (reading – teacher, math– banker, music – singer, physical education – sports announcer, writing - journalist)

the career paths.	
3. The counselor will pass out the activity sheet, <i>Connecting School Skills to the Career Paths</i> , and read the instructions.	3. Students will complete the activity sheet - individually or in small groups/pairs.
4. When the students have finished, the counselor will facilitate students' self-assessment of their work making sure they addressed each career path.	4. Students will rethink, revise, refine/reflect about their work results as needed.
5. The counselor will conclude the lesson by asking the students to state one new idea they learned about how school subjects/skills relate to career paths.	5. Students will state one new idea learned.

Teacher Follow-Up Activities

The teacher will post the *Career Path* mini poster in the classroom. In the course of various lessons, the teacher might ask how their activities relate to the career paths.

Counselor reflection notes (completed after the lesson)

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Name _____

Connecting School Skills to the Career Paths

Look at the list of skills and school subjects below. Write the skills and subjects that belong in each career path box (next page).

Hint: The same skill or subject may fit in several paths.

Subjects

Reading

Spelling

Writing

Music

Computer literacy

Social Studies

Mathematics

Science

Physical Education

Health

Visual Arts

Skills

Following Rules

Listening

Finishing Work on Time

Working as a Team Member

Taking Turns

Respecting Others and Self

Problem Solving

Asking Questions

Encouraging Others

<p>Creative Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Health Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Helping Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Business Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Fixing/Building Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Nature Path</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Career Path Mini Poster

Working Together in Our Community

Business Path

(Business, Management, & Technology)

People who like to work with numbers and be organized.



Creative Path

(Arts & Communications)

People who like to draw, write, or perform.



Nature Path

(Natural Resources/Agriculture)

People who like to work outdoors with plants and animals.



Fixing & Building and Technology Path

(Industrial & Engineering Technology)

People who like to figure out how things work and build things.



Helping Path

(Human Services)

People who like to work with people to help make things better for others.



Health Path

(Health Services)

People who like to care for animals and people.





Business Path

(Business, Management, & Technology)

**People who like to work with numbers
and be organized.**





Creative Path

(Arts & Communications)

People who like to draw, write, or perform.

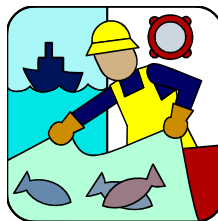




Nature Path

(Natural Resources/Agriculture)

***People who like to work outdoors
with plants and animals.***





Fixing, Building and Technology Path

(Industrial & Engineering Technology)

***People who like to
figure out how things work & build
things.***

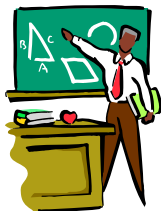




Helping Path

(Human Services)

***People who like to work
with people to help make things
better for others.***





Health Path

(Health Services)

***People who like to care for animals
and people.***

