

**Unit #2 Title:** Career Investigations: Jobs in the World of Work

**Grade Level:** 3

**Number of Lessons in Unit:** 2

**Time Required:** 3-30 min. sessions

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

**Lesson Titles:**

Lesson #1: Becoming A Career Detective (Part 1)

Materials/Special Preparation Required:

An oversized magnifying glass drawn on a big piece of paper (students' responses in "HOOK" and # 1 will be written on magnifying glass" and saved for Lesson 2)

Activity Sheet: *Interview Questions*

Activity Sheet: *Interview Summary*

Activity Sheet: *Investigative Reporter's Notebook* (optional)

Dry erase board, smart board, chart paper, or other

Note: Arrange to interview the classroom teacher during the lesson. Interviewing the teacher will model interviewing skills for students before they conduct interviews on their own

Lesson #2: Becoming A Career Detective (Part 2)

Materials/Special Preparation Required:

Completed interview activity sheets (from lesson 1)

*Interview Summary* Activity sheet

Magnifying glass and magnifying glass drawn on paper from previous lesson

**Mississippi College and Career Readiness Standard:**

SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, SL 3.4, W.3.4, W.3.8

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 4

B-LS.7, B-SS.1

**Unit Essential Questions:**

Why does our world need different types of jobs?

Why do people need jobs?

**Unit Measurable Objectives:**

The student will explain what workers do and need to know in two careers.

The student will gather information regarding training and education for at least two careers.

**Unit Instructional Strategies/Instructional Activities:**

<input type="checkbox"/> Direct
<input checked="" type="checkbox"/> Indirect (Reflective Discussion)
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study
<input checked="" type="checkbox"/> Interactive Instruction (Discussion, Interviewing)

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

<p><b>Assessment should relate to the performance outcome for goals and objectives.</b></p> <p><b>Assessment can be question answer, performance activity, etc.</b></p> <p>The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.</p> <p><b>Process:</b></p> <p>Students gather information through classroom activities and interviews with workers. The lessons focus on gathering information about the roles, responsibilities, and skills of workers. The concept of the relationship between work skills and academic skills is introduced. The importance of all workers and their responsibilities continues to be an emphasis. Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions.</p>
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