

Unit #1 Title: Targeting Careers

Grade Level: 3

Number of Lessons in Unit: 4

Time Required: 20-30 minutes each

Best time of year to implement this unit: Anytime

Lesson Titles:

Lesson #1: My School Goal (Part 1)

Materials/Special Preparation Required:

Step for Setting a Goal—Student Activity Sheet

Step for Setting a Goal—Teacher Goal Setting Mini Poster

Board, flip chart, or other visual media

Pencil or chalk

Lesson #2: My School Goal (Part 2)

Materials/Special Preparation Required:

My School Goal—Weekly Goal Sheet

My Goal Sheet—Student Mini Goal Sheet

Board, flip chart, or other visual media

Pencil or chalk

Lesson #3: My School Goal (Part 3)

Materials/Special Preparation Required:

My Goal Sheet—Student Mini Goal Sheet

My School Goal—Weekly Goal Sheet from lesson 2

Board, flip chart, or other visual media

Pencil or chalk

Lesson #4: How Do They **DO** That?

Materials/Special Preparation Required:

Job Picture Activity Sheet (cut up) **or** use actual photographs of modern day local heroes and key figures in the school and community (at least one to represent each of the career paths (e.g. school principal, mayor, firefighter, school nurse, etc.).

The Career of a Community Hero—Activity Sheet

Career Path Mini Poster (1)

Career Paths Posters (6)

Mississippi College and Career Readiness Standard:

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

American School Counselor Association (ASCA) Mindsets and Behaviors:

M 3, M 5, M 6,

B-LS.4, B-LS.7,

B-SM.4, B-SM.5

B-SS.6, B-SS.7

Unit Essential Questions:

Why do people set goals?
What happens when someone reaches a goal?
How is what you learn at school useful in a career?

Unit Measurable Learning Objectives:

The student will list the steps to setting short-term and long-term goals.
The student will apply the steps by writing and evaluating progress toward goals.
The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.
The student will list at least two contributions of specified workers to the school or community.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview)
 Indirect (Reflective Discussion)
 Experiential (Conducting Experiments)
 Independent study
 Interactive Instruction (Brainstorming)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals and objectives. Assessment can be question answer, performance activity, etc.
At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal and develop a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan. The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Brief Summary of Unit:

In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

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

Students will have knowledge of personal strengths and weaknesses related to academics and behavior.
Students will have knowledge of the career paths and the work represented within each career path.
Students will be familiar with different types of workers within the school and the community.
Vocabulary: Goals, Goal-Setting, Academic Subjects, Long Term Goal, Short Term Goal, Personal Goals, Educational Goals