

Unit #2 Title: The Road to Careerville: Exploring Career Paths and Requirements

Lesson Title: The Road to Careers (Part 2) **Lesson:** 2 of 3

Grade Level: 4 **Length of Lesson:** 30 minutes

Mississippi College and Career Readiness Standard:
W.4.1, W.4.1b,

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 4, M 6
B-LS.4, B-SS.6

Materials (include activity sheets and/ or supporting resources)

Student-made charts (*Relationship of My Current Learning, Worker Responsibilities, Post-Secondary Training and Education*) begun in Lesson 1

Counselor Resources: *Career Paths and Example Careers, Career Path Posters* (set of 6) *Career Paths and Example Jobs* and *The Relationship of My... Activity Sheets* for students (see Lesson 1)

Career information publications (e.g., *Children’s DOT*, brochures available from professional organizations) and access to career information websites

Chalkboard, chalk, poster board or construction paper, pencils, markers

Enduring Life Skill(s)

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

Lesson Measurable Learning Objectives:

The student will identify one academic/content area linked to each of the six career paths.
The student will identify training and education for two career options.

Lesson Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.
Assessment can be question answer, performance activity, etc.
The student will complete the poster started in Lesson 1 by adding the post-secondary options for training and/or education in the third column of the poster. Reminder: Column 1 = school-related skills; Column 2 = worker responsibilities; Column 3 = post-secondary options.

Lesson Preparation

Essential Questions: How do people prepare for careers?
Engagement (Hook): Come to class dressed as **Inspector “CareerSo”** with an oversized magnifying glass and a rumpled road map. Search classroom as if looking for clues about where the Career Paths lead. Open map and say, “AHA! I see ... The Career Paths lead to Careerville! WOW! You can get there in many different ways!” Draw a road on the dry erase board/SMART board/other visual display. Write “Careerville” at the end of the road and remind students that we are on a journey to “**Careerville.**” Say, “All of us have the same destination: working to meet the needs of a community. There are different ways to get to Careerville. Today we will be considering some of the paths people take to Careerville.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Review the concept of “Post-secondary training and/or education.” List, on the board, examples of the many options for students after graduating from high school (e.g., apprenticeships, on-the-job training, the military, technical school, community college, and four-year college). 2. Tell students to return to their “Lesson 1 groups” (each group was assigned one of six career paths). Distribute group materials collected at the end of Lesson 1. 3. Instruct the students to add the options written on the board regarding post-secondary training and education in the third column of their group’s poster. 4. Provide the needed career information resources (print and electronic as appropriate) for student use as they research the post-secondary education and/or training requirements of workers. Instruct students how and where to find the information for various jobs. 5. When students have had an opportunity to practice researching several occupations, instruct them to match the jobs/careers in column 2 with the appropriate post-secondary training and/or education option in column 3. Use string or markers to make a visual connection. 	<ol style="list-style-type: none"> 1. Students will contribute post-secondary employment and education/training options. 2. Students will position themselves in groups. 3. Students will list post-secondary options in the third column of their posters. 4. Students will use the career information resources made available by the counselor to research options available for specific careers. 5. Students will match workers/careers in column 2 with education and/or training requirements in column 3.

