

**Unit #1 Title:** Let's Investigate

**Grade Level:** 5

**Number of Lessons in Unit:** 2

**Time Required for each lesson:** 45 minutes

**Best time of year to implement this Unit:** Any time after first quarter

**Lesson Titles:**

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALS Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

*Sample Career Cards*

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

**Mississippi College and Career Readiness Standard:**

RI.5.3, R1.5.7, SL.5.1, SL.5.1b, W.5.4

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

M 4

B-LS.7

B-SS.5, B-SS.6

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Unit Essential Questions:**

What are the roles and responsibilities of workers from the different career paths?

In what way are those roles/responsibilities alike? Different?

What education is needed for workers, who pursue a specified career?

What are personal, ethical, and work habit skills that students can develop and/or improve upon?

What do the materials in your portfolio say about you?

**Unit Measurable Learning Objectives:**

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.  
The students will compare and contrast the training and educational requirements for a variety of careers.  
The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.  
The student will identify and apply the skills needed to develop a portfolio.  
The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect (Writing to Inform)  
 Experiential  
 Independent study (Research Projects)  
 Interactive Instruction (Cooperative Learning)

**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.**

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.  
The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

**Brief Summary of Unit:**

The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.  
During the second lesson, students will review a sample portfolio assembled by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

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

Students need to have an understanding of personal, ethical, and work skills.