

**Unit #1 Title:** Who Am I as a Career?

**Grade Level:** 6

**Number of Lessons in Unit:** Two

**Time Required:** Two sessions of 30 minutes

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

**Lesson Titles:**

Lesson 1: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 1)

Materials and Special Preparation:

Resources: Ideas for Personal Plan of Study/Career Portfolio

Career Path Descriptions

Career Path Posters (set of six)

Occupation Card Sort Answers

Activity sheets: Career Path Group Project Form

Occupation Cards

Tootsie Rolls (or similar product)

Worker Interview Activity Sheets

Lesson 2: Tootsie Roll, Tootsie Roll, Who Art Thou? (Part 2)

Materials and Special Preparation:

Resources: Career Path Descriptions

Career Path Posters (Set of 6)

Activity sheets: Worker Interview

Career Path Student Surveys

Job and Gender Role Surveys

NOTE: Some materials are introduced in the previous lesson

**Mississippi College and Career Readiness Standards**

**ELA:** SL.6.1, SL.6.4

**ELA:** L.6.1, L.6.3, L.6.4, L.6.5, L.6.6

**ELA:** W.HST.6-8.7

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

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

M 2, M 4, M 5

B-LS.1, B-LS.2, B-LS.4, B-LS.7, B-LS.9

B-SMS.1, B-SMS.5

B-SS.1, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

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

**Unit Essential Questions:**

How do the career paths relate to a person's identity?

**Unit Measurable Learning Objectives:**

The student will use career and educational information resources to choose one career path, identifying training and education.

The student will identify males and females in nontraditional work roles by completing the Job and Gender Role Survey.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Compare and contrast, guided and shared – reading, listening, viewing, thinking)

Indirect (Problem solving, reflective discussion, concept attainment)

Experiential (Surveys)

Independent study (Reports, assigned questions, research projects)

Interactive instruction (Discussion, cooperative learning, problem solving, interviewing)

**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.**

Students will identify careers, using the career path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio.

**Brief Summary of Unit:**

A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities, and achievements; to revise/refine (as necessary) goals and plans for reaching goals.

Students will review the career path concept as a means of organizing the World of Work. Students will work in task groups to determine career paths in which various occupations may be categorized. The concept of traditional versus nontraditional work roles for males and females is explored via a student-led interview in the second lesson.