

Unit #1 Title: Making Connections

Grade Level: 2

Time Required: 20-30 minutes per lesson

Number of Lessons in Unit: 3

Time Required for each Lesson: 20-30 minutes

Best time of the year to implement this Unit: Anytime (Students must be able to perform tasks, e.g. writing responses)

Lesson Titles:

Lesson #1: Connecting the Dots: Activities/Interests to Careers

Materials/Special Preparation Required:

New Things to Learn and Explore Activity Sheet

Career Paths Mini Poster

Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths

Materials/Special Preparation Required:

Career Paths Mini Poster

Set of *Career Path* Posters

Connecting School Skills to the Career Paths Activity Sheet

Flip Chart, Board or Other Visual Media

Markers

Lesson #3: Connecting the Dots: Workers and Their Importance

Materials/Special Preparation Required:

Pictures of places that depict:

Well-kept vs. not well-kept

Jobs Done and Undone

Thank You for Helping our Community activity sheet

Pencils; Envelopes; Stamps

List of Names/Addresses of Community Workers (local phonebook)

Flip Chart, Board, or Other Visual Media

Mississippi College and Career Readiness Standard:

W.2.2, W.2.5, W.2.8, SL.2.1, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L.2.2, L.2.3, L.2.6

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

Unit Essential Question:

What is the relationship between strengths, interests, and careers?

Unit Measurable Learning Objectives:

The student will identify at least two new activities and interests to explore.

The student will be able to identify at least two academic skills necessary for workers in each of the six Career Paths.

The student will list at least three reasons that jobs and workers are important in the community.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared – reading, listening, viewing, thinking)

Indirect

Experiential (Narratives)

Independent study

Interactive Instruction (Brainstorming)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

The following formative assessment from Lesson 3 of this unit will be used as the summative unit assessment.

Performance Task: Students will write a friendly letter of appreciation to a community worker including each of the following concepts.

- Relationship of job to a career path
- Skills students observes worker using
- Importance of worker and his or her job to the community

Brief Summary of Unit:

Students will make connections between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, and connections among all work and workers.

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

- Knowledge of career paths (name/give examples of jobs in each career path)
- Knowledge of jobs in the local community
- Knowledge of Christopher Columbus
- Students need to be able to write responses on *New Things to Learn and Explore Activity Sheet*.
- Vocabulary terms: career path, explore, subject area, skill/strength.