

BIG IDEAS: Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Personal interests	<p>13.1.3.A Career Awareness and Preparation: Abilities and Aptitudes</p> <p>13.1.3.B Career Awareness and Preparation: Personal Interests</p> <p>1.6.3.A Speaking and Listening: Listen critically and respond to others in large and small group situations. Respond with grade level appropriate questions, ideas, information, or opinions</p>	<p>Complete a quick write listing five things they like to do on a daily or weekly basis.</p> <p>Complete a quick write listing five things they believe they are good at.</p> <p>Circle five talents from a list that they believe they are good at.</p> <p>Talk to five other classmates and organize similarities and differences they have with their classmates.</p>	<p>Cooperative Learning</p> <p>Quick writes</p> <p>Anchor Charts</p> <p>Ticket Out the Door</p> <p>Class and Small Group Discussion</p> <p>Reflection</p> <p>Graphic Organizers</p>	<p>Completed Venn diagrams</p> <p>Teacher observation of students' discussion and participation</p> <p>Project with rubric</p>
VOCABULARY				
Interests, aptitudes, abilities				
ESSENTIAL QUESTIONS				
How am I different from my friends in what I like to do and what I am good at?				
TIME				
One 45-minute class period (week 1)				
MATERIALS AND RESOURCES:				
Students' personal writing notebooks, copies of Venn diagrams, list of different talents people have and character traits				
ENRICHMENT AND EXPANDED ACTIVITIES:				
Interactive Venn diagram—use laptop; instead of listing five general interests, list five in several areas such as home, school, activities/teams/groups				
REMEDICATION AND INTERVENTION STRATEGIES:				
Allow students to work in a small group with the teacher or work with their writing partner to help stimulate ideas				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.

CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Interests, aptitudes, and abilities	<p>13.1.3.A Career Awareness and Preparation</p> <p>13.1.3.B Career Awareness and Preparation</p>	<p>Complete the “Interest Profiler” survey.</p> <p>Read about and listen to videos about different careers.</p>	<p>Reading comprehension strategies</p> <p>Clarifying</p> <p>Reflecting</p>	<p>Teacher observation of students’ responses and participation</p> <p>Rubric for Powerpoint</p>
<p>VOCABULARY</p> <p>(Dependent on careers that are selected for individual students)</p>	<p>1.6.3.A Speaking and Listening</p> <p>13.1.3.D Career Awareness and Preparation</p>	<p>Type reflections and evaluations about different careers.</p>	<p>Evaluating</p> <p>Metacognition</p> <p>Literacy Centers</p>	<p>Project with rubric</p>
<p>ESSENTIAL QUESTIONS</p> <p>How will my interests and abilities affect my career journey?</p>	<p>13.1.3.E Career Awareness and Preparation</p> <p>1.9.3.A Information, Communication, and Technology Literacy</p>		<p>Technology</p> <p>Class discussion</p>	
<p>TIME</p> <p>-One 1 hour class period -4 weeks of 20 min. literacy center time</p> <p>(week 2)</p>	<p>R3.A.2.1 Understand nonfiction appropriate to grade level</p> <p>1.5.3.B Quality of Writing</p>		<p>Ticket Out the Door</p>	

MATERIALS AND RESOURCES: <http://www.pacareerzone.org/home.jsf?cid=483825> ; bridges.com “Paws in Jobland” with login information; Powerpoint template for Career Interest Reflection; laptops, headphones; www.knowitall.org/kidswork ; www.bls.gov/k12 ; http://www.kids.gov/k_5/k_5_careers.shtml ; Junior Achievement; guest speakers (parents of students, community members)

ENRICHMENT AND EXPANDED ACTIVITIES:

Students may work at their own pace through the survey; at the end, they may watch the videos and read descriptions for targeted careers; students will choose 3 jobs that appeal to them and create a Voki to summarize and explain that career

REMEDATION AND INTERVENTION STRATEGIES: Instead of completing “Interest Profiler”, students could complete the “Quick Assessment” in a small group with an adult to help explain unfamiliar words

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career choice and preparation are lifelong processes based on many influences and using many strategies.

CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Non-traditional workplace roles	13.1.3.C Career Awareness and Preparation: Non-Traditional Workplace Roles	Sort and classify pictures into gender roles	Graphic Organizers	Teacher observation of students' responses and participation
VOCABULARY Traditional, non-traditional; other vocab dependent on workplace roles chosen	1.6.3.A Speaking and Listening	Identify and discuss advantages that men, women, or both have in certain career roles	Interactive Read Aloud	Rubric for completed project or graphic organizer
ESSENTIAL QUESTIONS What is a non-traditional workplace role? Why is it considered non-traditional?	R3.A.2.1 Understand nonfiction appropriate to grade level		Shared Reading	Ticket Out the Door
TIME One 45-minute class period (week 3) 25-minute extra read-aloud one time per week	1.9.3.A Information, Communication, and Technology Literacy		Class discussions	Ticket Out the Door
MATERIALS AND RESOURCES: Children's Literature Comprehensive Database www.childrenslit.com ; teacher- or student-selected books from: http://www.education.wisc.edu/ccbc/books/detailListBooks.asp?idBookLists=30 "40 Books about the Arts", "40 Books about Labor", "40 Books about Science and Scientists"				
ENRICHMENT AND EXPANDED ACTIVITIES: students will choose 1 job that is non-traditional for them in some way and that appeals to them, read a book or website about it, and create a presentation (student's choice—drama, technology) explaining why it is nontraditional for them and what they would do in that career				
REMEDATION AND INTERVENTION STRATEGIES: work in a small group with the teacher or paraprofessional to create the Venn Diagram				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career choice and preparation are lifelong processes based on many influences and using many strategies.

CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Local career opportunities	13.1.3.D Career Awareness and Preparation: Local Career Preparation Opportunities	Read <i>Flat Stanley</i> by Jeff Brown	Interactive Read Aloud	Anecdotal records of students' questions to guest speaker
VOCABULARY Varies with each career	1.6.3.A Speaking and Listening	Create a Flat Stanley to send to work with a relative who works in the community	Guest Speakers	Returned Flat Stanley with pictures to add to bulletin board
ESSENTIAL QUESTIONS What opportunities are available to me in my own community?	R3.A.1 Understand fiction appropriate for grade level	Ask questions to guest speakers about career choice, preparation, and responsibilities	Class discussion	Project
TIME One 40-minute class period (week 4) One 25-minute presentation time per week			Questioning	

MATERIALS AND RESOURCES: Book *Flat Stanley* by Jeff Brown, 8.5" x 11" Flat Stanley cutouts, adults (parents) with jobs in the local community, adults with cameras, bulletin board space, art supplies for decorating Flat Stanley

ENRICHMENT AND EXPANDED ACTIVITIES: On a weekend, students will take a digital camera or disposable camera and take picture of different jobs around their community and create a collage of all of the different careers available and explain their collage to the class

REMEDIATION AND INTERVENTION STRATEGIES: Using magazines and picture books, students will tag with a sticky note different careers that people can do (for example, in *Flat Stanley*, there are mail carriers and police officers)

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career choice and preparation are lifelong processes based on many influences and using many strategies.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Career selection influences	<p>13.1.3.E Career Awareness and Preparation: Career Selection Influences</p> <p>1.6.3.A Speaking and Listening</p>	<p>Interview 5 adults about the student's strengths and possible career pathways</p> <p>Compare and contrast suggested career pathways from the interviews with student's own beliefs</p>	<p>Interviews</p> <p>Graphic Organizers</p> <p>Class discussions</p> <p>Anchor Charts</p> <p>Modeling</p> <p>Reflecting</p>	<p>Completed interview</p> <p>Rubric</p> <p>Graphic Organizer</p> <p>Reflection statement</p>
VOCABULARY				
ESSENTIAL QUESTIONS				
What do I want to be when I grow up? What do others think I would be good at?				
TIME				
One 40-min class period (week 5)				
Weekend homework assignment				
MATERIALS AND RESOURCES: Class-generated list of interview questions to ask; Venn Diagrams; lined paper for reflection statement				
ENRICHMENT AND EXPANDED ACTIVITIES: Students may do a videotaped interview and type up the questions and answers				
REMEDIATION AND INTERVENTION STRATEGIES: Students may have a parent's help writing the answers to the interviews as needed; students may also do a videotaped interview instead				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career choice and preparation are lifelong processes based on many influences and using many strategies.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Preparation for careers	13.1.3.F Career Awareness and Preparation: Preparation for Careers 1.6.3.A Speaking and Listening	Interview 2 adults about how they prepared for their job and compare their answers	Interviews Graphic Organizers Class discussions Anchor Charts Modeling Reflecting	Completed interview Rubric Graphic Organizer Reflection statement related to essential question
VOCABULARY				
ESSENTIAL QUESTIONS How should I prepare for a job in the future?				
TIME One 30-min class period (week 6) Weekend homework assignment				
MATERIALS AND RESOURCES: Class-generated list of interview questions to ask; Venn Diagrams and other graphic organizers; lined paper for reflection statement				
ENRICHMENT AND EXPANDED ACTIVITIES: Students may do a videotaped interview and type up the questions and answers				
REMEDIATION AND INTERVENTION STRATEGIES: Students may have a parent’s help writing the answers to the interviews as needed; students may also do a videotaped interview instead				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Education is necessary for career opportunities and advancement.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Relationship between education and career	13.1.3.H Career Awareness and Preparation: Relationship between Education and Career 1.6.3.A Speaking and Listening 1.9.3.A Information, Communication, and Technology Literacy	List ways that specific academic subjects and skills would be useful for an adult in a career of the student’s interest	Interviews	Worksheet
VOCABULARY		Ask an adult how they use what they learned in school in their work and report it to the class	Graphic Organizers	Completed interview
ESSENTIAL QUESTIONS		Create a classroom activity that would be practice for a skill needed in a certain career of the student’s interest	Class discussions	Rubric for performance task
Why is school important for my future? How does what I learn impact my future career?			Anchor Charts	Graphic Organizers
TIME			Modeling	Reflection statement related to essential question
One 40-min. class period and one 1-hr class period (weeks 7 & 8) Weekend homework assignment			Reflecting	
			Creating	
			Game	
MATERIALS AND RESOURCES: “Successful Workers” lesson from SAS—specifically, the Parent Interview form; chart paper; laptops; art supplies				
ENRICHMENT AND EXPANDED ACTIVITIES: Create a game or lesson using the Smartboard and SmartNotebook software; students get to be the teacher for a class period to complete the activity with the class; Students may do a videotaped interview and type up the questions and answers				
REMEDIATION AND INTERVENTION STRATEGIES: Students will create a game or activity in a small group with the support of a paraprofessional; Students may have a parent’s help writing the answers to the interviews as needed; students may also do a videotaped interview instead				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career retention and advancement is dependent upon student’s interpersonal skills, work habits, attitudes, and effective time management skills.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Attitudes and work habits used at home and at school	13.3.3.A. Career Awareness and Preparation: Work Habits	Interview parent about career	Interviews	Worksheet
	13.1.3.H Career Awareness and Preparation: Relationship between Education and Career	Describe parent’s workplace and identify the skills needed to be successful	Graphic Organizers	Completed interview
	1.6.3.A Speaking and Listening	Describe own responsibilities at school and identify the skills needed to be successful	Class discussions	Graphic Organizers
	1.9.3.A Information, Communication, and Technology Literacy	Connect skills learned and applied at school to skills applied at work	Anchor Charts	Reflection statement related to essential question
		Rate positive and negative work habits on a scale of 1-5 for the result that the habit would have on a work relationship	Modeling	Turning Point for rating scale
			Reflecting	
			Creating	
			Game	
			Rating scale	
			Technology—Turning Point	
VOCABULARY				
Attitude, habit				
ESSENTIAL QUESTIONS				
Why do some students do better at the job we call school?				
How does getting along with others help you do better in school?				
TIME				
Three 1-hr class periods (weeks 9, 10, & 11)				
MATERIALS AND RESOURCES: “Successful Workers” lesson from SAS— www.pdesas.org , List of positive and negative work habits and rating scale; 5 short paragraph scenarios of people working together; anchor chart of skills parents use at work and skills kids use at school; list of positive and negative work habits; Turning Point				
ENRICHMENT AND EXPANDED ACTIVITIES: Students may do a videotaped interview and type up the questions and answers				
REMEDICATION AND INTERVENTION STRATEGIES: Students may have a parent’s help writing the answers to the interviews as needed; students may also do a videotaped interview instead				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career retention and advancement is dependent upon student’s interpersonal skills, work habits, attitudes, and effective time management skills.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Cooperation, teamwork, and group interaction	13.3.3.B Career Awareness and Preparation: Cooperation and Teamwork	Participate in drama about cooperation in the workplace	Drama (Pantomime or role play)	Teacher observation of student participation
VOCABULARY Cooperation, teamwork, interaction, manager	13.3.3.C Career Awareness and Preparation: Group Interaction	Participate in games to practice teamwork	Class discussion	Written reflection on paragraphs or video clips
ESSENTIAL QUESTIONS Why are cooperation and teamwork important in group situations?	13.3.3.A. Career Awareness and Preparation: Work Habits	Write sentences agreeing or disagreeing with how a group situation is being handled	Games	Written reflection about essential question
TIME 2 one-hour class periods (week 12 & 13) Extra 20 min. class period once per week for 4 weeks for games	13.1.3.H Career Awareness and Preparation: Relationship between Education and Career		Cooperative learning	
	1.6.3.A Speaking and Listening		Reading responses	
	1.9.3.A Information, Communication, and Technology Literacy		Reflecting	
			Evaluating	
			Video clips	
MATERIALS AND RESOURCES: Article and activity “It Takes a Team to Run a Restaurant: Introducing Elementary Students to the Interrelatedness of Occupations” by Andrew V. Beale, <i>Journal of Career Development</i> , Spring 2003; materials to make classroom look like a restaurant (borrow from kitchen sets in kindergarten rooms); board games and other cooperative learning games; paragraphs and/or video clips describing or showing people interacting in group situations				
ENRICHMENT AND EXPANDED ACTIVITIES: Students create their own game to practice cooperation and teamwork; allow the class to play it.				
REMEDICATION AND INTERVENTION STRATEGIES: If necessary, allow a small group of students to participate in an easier (shorter time, easier text) readers’ theater to promote cooperation and teamwork.				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career retention and advancement is dependent upon student’s interpersonal skills, work habits, attitudes, and effective time management skills.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Time management	13.3.3.E Career Awareness and Preparation: Time Management	Prioritize a list of activities	Reflecting	Teacher observation of students’ responses and participation
	13.3.3.A. Career Awareness and Preparation: Work Habits	Share examples of times you had to manage your time	Evaluating	Rubric for written responses
	13.1.3.H Career Awareness and Preparation: Relationship between Education and Career	Respond to written scenarios	Reading responses	
VOCABULARY	1.6.3.A Speaking and Listening	Use a daily assignment book and sticky notes	Class and small group discussion	
Management, procrastination	1.9.3.A Information, Communication, and Technology Literacy		Anchor charts	
ESSENTIAL QUESTIONS			Sticky notes	
Why is time management important in life?			Cooperative Learning	
What are some strategies I can use to manage my time?			Jigsaw	
			Games	
TIME				
Two 45-min class periods (weeks 14 & 15)				
MATERIALS AND RESOURCES: worksheet with list of activities a third grader might do after school (could be generated by students), anchor chart paper, written scenarios of time management and mis-management, sticky notes; http://games-free-online.net/?a=management				
ENRICHMENT AND EXPANDED ACTIVITIES: Pretend to be a travel guide and plan a trip to a place of their choice; make a list of all things that must be done before the trip, during the trip, and when they return. Lists should be prioritized in terms of sequential order and also in order of importance; make a brochure and travel packet				
REMEDATION AND INTERVENTION STRATEGIES: Play a time management game in a small group and explain to the adult verbally why time management is important.				

COURSE/GRADE LEVEL: Career Education, Grade 3

BIG IDEAS: Career retention and advancement is dependent upon student’s interpersonal skills, work habits, attitudes, and effective time management skills.				
CONCEPTS	STANDARDS	COMPETENCIES	INSTRUCTIONAL STRATEGIES	ASSESSMENTS
Lifelong learning	13.3.3.G Career Awareness and Preparation: Lifelong Learning	Make a timeline of their future education and career goals	Timeline	Completed timeline
	13.3.3.A. Career Awareness and Preparation: Work Habits	Interview at least two adults and make a list of five things they have had to learn since high school	Graphic organizers	Completed interview
	13.1.3.H Career Awareness and Preparation: Relationship between Education and Career	Interview at least two adults and make a list of five things they have had to learn since high school	Anchor charts	Graphic Organizers
	1.6.3.A Speaking and Listening	List at least three things students will need to learn at some point along their timeline after third grade	Class discussion	Anchor charts
	1.9.3.A Information, Communication, and Technology Literacy		Interviews	Reflection statement related to essential question
VOCABULARY			Reflecting	List of goals for the future
ESSENTIAL QUESTIONS				
Why is it important to be a lifelong learner?				
TIME				
Two 45-min class periods (weeks 16 & 17) Weekend homework assignment				
MATERIALS AND RESOURCES: 11 x 17 paper for timelines, interview questions (student-generated), anchor chart paper				
ENRICHMENT AND EXPANDED ACTIVITIES: Make timeline and education/career goals more specific, or list several options they are interested in				
REMEDIATION AND INTERVENTION STRATEGIES: Small group support and typical accommodations to complete the competencies				