



McKeesport Area School District

K-5 Career Readiness Lesson Plans

Elementary Schools
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Twin Rivers

The McKeesport Area School District has created this Comprehensive K-12 Guidance Plan "Career Readiness Lessons" document in accordance with PA Chapter 339.31: there shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures for providing guidance services to AVTS's. Upon request, the plan shall be submitted to the Secretary of Education.

Revised/ Updated December 2018



McKeesport Area School District

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K-5 Career Focused Lesson Framework

Objective:

-To provide every student a meaningful experience so that they can explore the world of work in a way that meets the requirements of the CEW Standards.

Grade	Unit Title	# of Lessons and Lesson Titles	Portfolio Evidence	CEW Standards			
				13.1	13.2	13.3	13.4
K	All About Me!			13.1	13.2	13.3	13.4
		1. What I Want to be When I Grow Up	*	X		X	X
		2. All About Me Poster	*	X			
		3. Someone Special		X			
		4. Me and My Job!		X			X
		5. "I'm Gonna like Me!"		X			
		6. Recognize the Roles of Individuals in the School (Nurse, Psychologist, Counselor, Food Service Director Etc....)		X		X	
1	Developing Awareness of Me, Work and Workers			13.1	13.2	13.3	13.4
		1. What I Want to be When I Grow Up	*	X			
		2. Interest Inventory/ Identify Personal Interest	*	X	X		X
		3. These are a few of My Favorite and Not So Favorite Things (collage)		X	X		
		4. "Oh the Places You will Go"		X	X		
		5. Recognize the Roles of People in the Community		X	X	X	
		6. Connecting the Tools with the Jobs		X	X	X	
2	Work Career Paths and Me!			13.1	13.2	13.3	13.4
		1. What I Want to be When I Grow Up	*	X			
		2. Interest Inventory	*	X			
		3. The Sky's the Limit - My Wishes!		X			
		4. Career Paths: Intro to Home, School and Community		X	X		
		5. When I Grow Up, What Do I Want To Be?		X	X		
		6. "Come and See What I Can Be!"		X	X		

3	Finding My Place in The Community			13.1	13.2	13.3	13.4
		1. What I Want to be When I Grow Up	*	X	X	X	X
		2. Interest Inventory	*	X			
		3. My Strengthens		X			X
		4. The Me Beyond the Mirror: My School Goals		X	X	X	
		5. Compose a Personal Letter To My Future Professional Self		X	X	X	X
		6. <i>"Elementary Career Awareness Through Children's Literature 3-5"</i>		X	X		
		7. Career Paths: Jobs I Like ... / Responsibilities		X	X	X	X
4	Targeting Careers			13.1	13.2	13.3	13.4
		1. What I Want to be When I Grow Up	*	X		X	X
		2. Interest Inventory- (Group students by interest for research.)	*	X		X	
		3. My Fourth Grade Goals		X	X	X	
		4. Careers in Engineering		X			
		5. Cool Careers in Medical Science		X		X	X
		6. Cool Careers in Earth Science		X			
5	Finding My Place in the World			13.1	13.2	13.3	13.4
		1. Compose a letter to my future employer	*	X			
		2. Interest Inventory	*	X			
		3. Resume Writing		X	X	X	X
		4. What I Want to be When I Grow Up		X	X	X	X
		5. <i>"Elementary Career Awareness Through Children's Literature 3-5"</i>		X		X	X
		6. Shark Tank		X		X	X



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Kindergarten



Kindergarten

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Kindergarten

UNIT TITLE (Grades K-5 Only): All About Me

LESSON TITLE: What I Want to do When I Grow Up

DURATION: 30 Minutes

<p>CAREER EDUCATION & WORK STANDARDS ADDRESSED</p> <p>(Highlight all that apply)</p>	<p>13.1 Career Awareness and Preparation</p> <ul style="list-style-type: none"> A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career 	<p>13.2 Career Acquisition (Getting a Job)</p> <ul style="list-style-type: none"> A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	<p>13.3 Career Retention and Advancement</p> <ul style="list-style-type: none"> A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning 	<p>13.4 Entrepreneurship</p> <ul style="list-style-type: none"> A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The students will demonstrate an awareness of self and associate their individual interest with a future career path.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are your talents?

How do these talents apply to job opportunities?

VOCABULARY

Tier 3 words & language specific to career and work

- Talent
- Occupation
- Various jobs mentioned in the story "Teacher Can Teach... Anyone!"

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- Access prior knowledge about jobs and job descriptions (What do they do?)
- Discuss the relationship between talents and occupation selection – vocabulary
- Read "Teacher Can Teach... Anyone!"
- Complete worksheet

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- Higher functioning students can draw a picture of themselves doing their job and write words and or a sentence describing their picture
- Those students who may not be able to write words, sentences, or draw a picture can color a teacher selected picture of their job choice

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Book "Teacher Can Teach... Anyone!"
- Worksheet: This is the Me I Want to Be
- Various career coloring sheet options for students who need adaptations to choose from
- Pencils, markers, crayons



This Is The Me I Want To Be!



Student Name _____

Grade _____

School _____

School Year _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Kindergarten

UNIT TITLE (Grades K-5 Only): All About Me

LESSON TITLE: All About Me Poster

DURATION: 50 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE
 The goal of the unit; a subsequent measure of the student's performance

The students will demonstrate an awareness of self and associate their individual interests with a future career path.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What is special about me?

VOCABULARY

Tier 3 words & language specific to career and work

1. Self
2. Interest
3. Hobby
4. Preference
5. Difference
6. Special/Unique

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Intro: Pose question for students, "What makes you special?"

Discuss

Read the story What I Like About Me!

Question students and discuss as you read

Present poster *All About Me Pawprint posters*

Give directions and set students to task

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Assist/ vary as needed

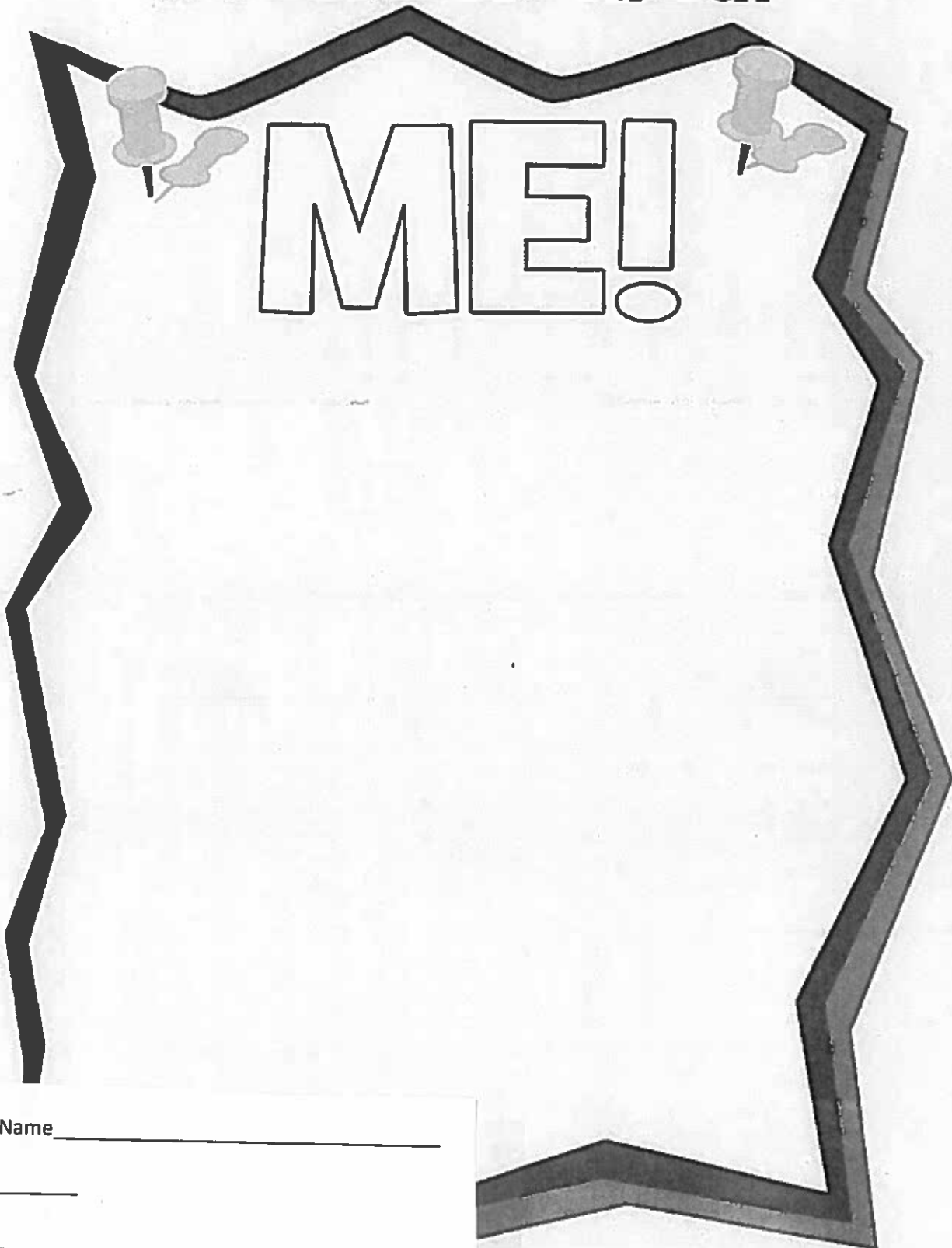
MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Posters for each student- color your own *All About Me Pawprint poster*- Oriental Trading Co. (\$8.99/30)

What I Like About Me! Allia Zobel-Nolan, Miki Sakamoto ISBN 0-7944-1020-0

A Poster All About



Student Name _____

Grade _____

School _____

School Year _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Kindergarten

UNIT TITLE (Grades K-5 Only): All About Me

LESSON TITLE: Someone Special

DURATION: 30 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The students will be able to identify a person with a special career skill and be able to describe different aspects of that skill.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are skills that I enjoy or don't enjoy performing?

VOCABULARY

Tier 3 words & language specific to career and work

career, skill, job fields, interests

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the book "Career Day" by Anne Rockwell. After, students will discuss careers they read about and ones that weren't mentioned. KWL chart and compare and contrast what they like to do on a worksheet – relate that to careers. Talk about how special skills relate to special jobs.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Gear up- Draw about their own special skill.

Gear down- worksheet with predetermined skills to sort between like/dislike.

ELL- Pictures with labels

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

“Career Day” by Anne Rockwell

Worksheets

Pencils

Crayons

Paper for drawing



Someone Special



SELF 1-2

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McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: Kindergarten

UNIT TITLE (Grades K-5 Only): All About Me

LESSON TITLE: Me and My Job

DURATION:

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. **Personal Interests**
 - C. **Non-Traditional Workplace Roles** (gender equality/stereotypes)
 - D. Local Career Preparation Opportunities
 - E. **Career Selection Influences**
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. **Risks and Rewards** (why do you want to do that job?)
 - B. **Character Traits** (why do you want to do that job?)
 - C. Business Plan

OBJECTIVE

The goal of the lesson; a subsequent measure of the student's performance:

The student will be able to write a sentence and draw a picture of a job that they are interested in for the future (evidence)

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work:

1. **Responsibility:** something you are expected to do (example: be prepared, be on time)
2. **Volunteer:** offer to help or do work without getting paid
3. **Occupation:** the work that a person does

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson:

1. Discuss what they know about jobs: examples, school jobs, parents' jobs, jobs they have witnessed this year (firefighter, actor, farmer, teacher, librarian)
2. Show video: YouTube "Inspiring the Future-Redraw the Balance" that focuses on gender equality/stereotypes.
3. Read Harcourt book (volume 4, theme 8) "Everybody Works".
4. Discuss vocabulary above.
5. Discuss jobs listed in the book -Complete page 5 of theme book 8 practice book as group activity to discuss jobs talked about in book.
6. Evidence activity: sentence starter and illustration. Sentence starter: "I want to be a..."

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP:

1. Assist with printing-trace words, highlighted words, etc.
2. Group work as needed (stronger students can help others, etc.)
3. Cut and paste pictures of occupation instead of drawing
4. Use post-its or notecards to write students' individual responses of jobs they want to be if students need extra help (in lieu of creative spelling)

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson:

Storytown Harcourt manual- Volume 4, Theme 8

Storytown Harcourt practice book- volume 4, theme 8, page 5 (attached)

YouTube video "Inspiring the Future-Redraw the Balance"

Promethean Board/Computer

Storytown Harcourt Big Book "Everybody Works" with CD

Wilson Foundations writing paper from My Journal (attached)

Pencils, crayons

Post it notes, notecards



**McKeesport Area School District
339 Lesson Plan**

<p>GRADE LEVEL / COURSE: Kindergarten</p> <p>UNIT TITLE (Grades K-5 Only): All About Me</p> <p>LESSON TITLE: I'm Going to Like Me!</p> <p>DURATION: 30 minutes</p>		
<p>CAREER EDUCATION & WORK STANDARDS ADDRESSED</p> <p><i>(Highlight all that apply)</i></p>	<p>13.1 Career Awareness and Preparation</p> <ul style="list-style-type: none"> A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career 	<p>13.2 Career Acquisition (Getting a Job)</p> <ul style="list-style-type: none"> A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	<p>13.3 Career Retention and Advancement</p> <ul style="list-style-type: none"> A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning 	<p>13.4 Entrepreneurship</p> <ul style="list-style-type: none"> A. Risks and Rewards B. Character Traits C. Business Plan
<p>OBJECTIVE</p> <p>The goal of the unit; a subsequent measure of the student's performance</p> <p>The students will demonstrate an awareness of self and associate their individual interests with a future career path.</p>		

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are your interests?

What are your talents?

VOCABULARY

Tier 3 words & language specific to career and work

1. Talent
2. Interest

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Discuss interests and talents *vocabulary*
2. Discuss how interests and talents could help you to select a future career
3. Read book
4. Complete writing/illustration

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Illustration: 1. Coloring sheets with selections

Writing: 2. Students dictate – teacher writes or student traces

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Book: I Like Me!

Write/Illustrate: "I can...." (a talent)



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Kindergarten

UNIT TITLE (Grades K-5 Only): All About Me

LESSON TITLE: Recognize the Roles of Individuals in the School (Grades K-3 13.1.3.E, K-3 13.1.3.F, K-3 13.1.3.G K-3 13.1.3.H)

DURATION:

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. **Career Selection Influences**
 - F. **Preparation for Careers**
 - G. **Career Plan Components**
 - H. **Relationship between Education and Career**

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the lesson; a subsequent measure of the student's performance

The student can

- Identify the roles of at least 3 people in the school and describe what each does in their job (K-3 13.1.3.E)
- Tell how each person learned how to do the job (K-3 13.1.3.H)
- Explain why school is important to me (K-3 13.1.3.F and K-3 13.1.3.G)

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What is a job?

What are the duties/responsibilities?

What is a role?

What tools does each job require?

VOCABULARY

Tier 3 words & language specific to career and work

- Principal
- Secretary
- Nurse
- Librarian
- Counselor
- Custodian
- Bus driver
- Security guard
- Food service
- Crossing guard
- Job
- Role
- Duty
- Responsibility
- Tools

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson (BEGINNING OF THE YEAR)

- Complete a KWL chart
- Pete the Cat Rock' in in my School Shoes (or other intro book/videos)
- Assembly for kindergarten students, where each School Worker is introduced. The worker will describe his/her role, duties, responsibilities, and tools.
- Upon returning to classrooms students will discuss and complete/make changes to the KWL
- Class activities (tool and worker match) (happy/sad choices)

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Whole group instruction

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Pete the Cat Rock 'in in my School Shoes

KWL

Pocket Chart Activity

Matching Games

Happy/Sad choices

Songs

Videos



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
First Grade



1st Grade

McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 1st Grade UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work and Workers LESSON TITLE: What I Want to Be When I Grow? DURATION: 2 Days (30 minute lessons)		
CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan
OBJECTIVE The goal of the unit; a subsequent measure of the student's performance Students will be exposed to career choices.		

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work

Career

Employee

Skill

Workplace

Responsibility

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the book When I Grow Up emphasizing vocabulary and careers. Students will discuss and write about what they want to be and why. Students will create a craftivity that demonstrates their career choice and displays their writing.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when completing writing and craftivity.

Draw pictures instead of words.

Seat the students in the front while reading.

Read Aloud

Adapt/modify for learning needs.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

construction paper for craftivity

When I Grow Up- Book

Writing Paper

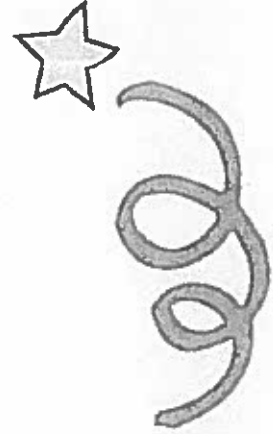
Scissors

Glue

Pencils



This Is The Me I Want To Be!

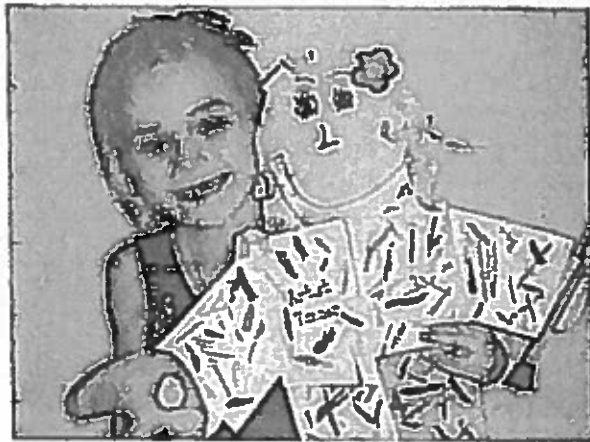


Student Name _____

Grade _____

School _____

School Year _____





McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: First Grade/ Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Interest Inventory/ Identify Personal Interest

DURATION: 2 Days (30 min lessons)

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
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OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Identifying students' personal interests.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are interests you have that make you special?

VOCABULARY

Tier 3 words & language specific to career and work

- Favorite
- Unique
- Important
- Different

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the book I'm Gonna Like Me, emphasizing vocabulary and careers.

Students will complete work pages.

Students will fill in the Paw Print poster.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when filling out poster, draw pictures instead of words, seat the students in the front while reading.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Book: I'm Gonna Like Me by Jamie Lee Curtis

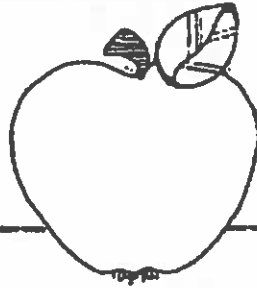
Me I Am and All About Me workpages

Paw Print poster

Name: _____

All About Me

Directions: Answer each question below.



1. My name is _____.

2. I like to _____.

3. I feel good when _____.

4. I feel happy when _____.

5. I feel important when _____.

6. I worry when _____.

7. I don't like to _____.

8. It bothers me when _____.

9. I think _____.

10. Some of my favorite things are:

11. I would like to be _____.

12. My favorite TV shows are:

13. Reading is _____.



Student Name _____

Grade _____

School _____

School Year _____

me I am

<p>My Favorite Food</p>	<p>My Favorite color</p>
<p>My Favorite song</p>	<p>My Favorite book</p>
<p>My Favorite movie</p>	<p>My Favorite pet</p>

Name: _____

THIS IS ME!

I WANT TO BE:

MY PAWSITIVELY FAVORITE ANIMAL:

FOOD:

MY PAWSOME FAMILY:

MY BEST FRIEND IS: _____

MY TEACHER IS: _____

2 THINGS I AM PAWSOME AT:

ALL ABOUT ME!

MY NAME IS:

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Color Your Own "All About Me" Paw Print Posters

IN-13742182

★★★★☆ (8)

Q&A (8)

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Use your own crayons or markers to personalize these Color Your Own "All About Me" Paw Print Posters. Printed with prompts about your family, pets and favorite foods and more, hand these paper posters out to students on the first day of school to get things started on the right paw (30 pcs. per unit) 20 1/4" x 21" © OTC

\$ 8.99 30 Piece(s)

Qty:

Feedback



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Like 3



6

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Color Your Own "All About Me" Paw Print Posters Product Reviews



Pros

- Quality (5)
- Educational (3)
- Age appropriateness (2)
- Child's Favorite (2)
- Assembly (1)

Cons

- Quality (1)

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McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: First Grade/ Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: These Are a Few of My Favorite and Not So Favorite Things

DURATION: 2 Days (30 min lessons)

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i>	13.2 Career Acquisition (Getting a Job) A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
	13.3 Career Retention and Advancement A. <i>Work Habits</i> B. <i>Cooperation and Teamwork</i> C. <i>Group Interaction</i> D. <i>Budgeting</i> E. <i>Time Management</i> F. <i>Workplace Changes</i> G. <i>Lifelong Learning</i>	13.4 Entrepreneurship A. <i>Risks and Rewards</i> B. <i>Character Traits</i> C. <i>Business Plan</i>

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Students will identify some of their favorite things and some not so favorite things.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you like and not like?

VOCABULARY

Tier 3 words & language specific to career and work

- Enjoy
- Dislike
- Hobby

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Teacher will read the poem I Like.

Students will discuss and write about what they like and don't like.

Students will create a collage that demonstrates their likes/ dislikes.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Work with small group when completing collage, draw pictures instead of words, seat the students in the front while reading.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

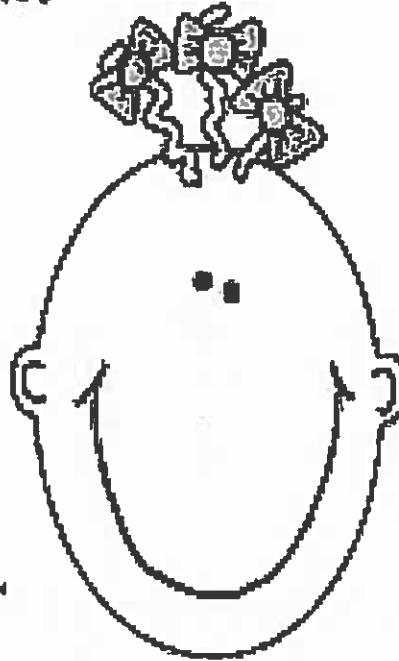
Poem: I Like

Paper for collage

Notecards- Draw pictures or write likes/ dislikes

I Like

I like sunshine.
I like snow.
I like brown leaves
When they blow.
I like cookies.
I like cake.
I like waffles
When I wake.
I like collies.
I like cats.
I like clowns
In funny hats.
I like baseball.
I like trains.
I like sleeping
When it rains.
I like stories at bedtime.
I like poems when they rhyme!





**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: "Oh the Places You Will Go"

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <u>Abilities and Aptitudes</u> B. <u>Personal Interests</u> C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. <u>Preparation for Careers</u> G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE
 Students will discuss the future, thinking beyond 1st grade, and imagining what they will be doing in the future.

ESSENTIAL QUESTION

What do you imagine you will be doing in ten (or more) years?

VOCABULARY

Accomplish

Imagine

Exciting

Future

Success

Sights

INSTRUCTIONAL PROCEDURES:

1. Read the book
2. Discuss the book
3. Review vocabulary
4. Related project about "What I can be when I grow up"
Example – hot air balloon craft, exploring possible careers

DIFFERENTIATION METHODS:

Adaptations for writing project, if needed.

GIEP – Let students borrow book for independent reading

MATERIALS & RESOURCES:

Dr. Seuss – *Oh the Places You'll Go*



1st Grade
McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Recognize the Roles of People in the Community

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. <u>Non-Traditional Workplace Roles</u> D. <u>Local Career Preparation Opportunities</u> E. <u>Career Selection Influences</u> F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. <u>Workplace Changes</u> G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

Students will:

1. Explain the importance of community helpers
2. Identify the jobs of people in the community
3. Identify the differences among community jobs

ESSENTIAL QUESTION

How do different jobs within a community help that community to function together?

VOCABULARY

Community
Community helper
Career
Responsibility

INSTRUCTIONAL PROCEDURES:

1. Ask students: What are some jobs you have?
2. Ask students if anyone knows what a community helper is
3. Explain that a community helper is someone who helps others by providing a service
4. Ask students to list people who help others
5. Read "Who's Hat is This?"
6. Have students select which community helper they would like to be when they grow up
7. Explain role of teacher as an example
8. Students take turns speaking about which they chose as their favorite
9. Students work on community helper writing activity/worksheets

DIFFERENTIATION METHODS:

GIEP – have students select multiple community helpers

Others - Assist with writing as needed.

MATERIALS & RESOURCES:

1. *Whose Hat is This?* by Sharon Katz Cooper
2. Community Helper writing activity/worksheets

Name: _____

“Community Helpers Are In Your Town!”

1.) Who wears a  ? _____

2.) Who drives a  ? _____

3.) Who has a  ? _____

4.) Who works here  ? _____

5.) Who wears a  ? _____

6.) Who drives a  ? _____

7.) Who has a  ? _____

8.) Who works here  ? _____

Word Bank

Librarian

Firefighter

Teacher

Chef

Doctor

Police Officer

Mail Carrier

Soldier



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 1st GRADE / Social Studies

UNIT TITLE (Grades K-5 Only): Developing Awareness of Me, Work, and Workers

LESSON TITLE: Connecting the Tools with Jobs

DURATION: 45 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. <u>Non-Traditional Workplace Roles</u> D. Local Career Preparation Opportunities E. Career Selection Influences F. <u>Preparation for Careers</u> G. <u>Career Plan Components</u> Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. <u>Interviewing Skills Resources</u> B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. <u>Work Habits</u> B. <u>Cooperation and Teamwork</u> C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

Students will:

4. Give examples of jobs and describe if and how they help us and what tool(s) are needed to do their job
5. Given 5 community members, students will match the job to the appropriate tool for the job

ESSENTIAL QUESTION

What are the duties, uniforms, responsibilities, and tools community helpers use?

VOCABULARY

Tools

Community

Stethoscope

Thermometer

Employment

Spreadsheet

INSTRUCTIONAL PROCEDURES:

10. Read "When I Grow Up", by Tina Louise
11. Discuss and explain how different jobs use different tools
12. Talk about student jobs and what tools they use in school
13. Worksheet – Matching Job with Tool
14. Bingo game

DIFFERENTIATION METHODS:

GIEP – students will create a poster, showing what job and tool they would use

Others – extensive questioning

MATERIALS & RESOURCES:

3. "When I Grow Up" by Tina Louise
4. Matching job/Tool worksheet
5. Bingo game



MATCHING

1. Draw a line connecting the name of a career with a tool that person might use.

CAREER

Accountant

Nurse

Firefighter

Chef

Electrician

Astronomer

TOOL

Measuring Cup

Axe

Calculator

Telescope

Insulated Gloves

Stethoscope



2. What tools might be used in these careers?
Draw a picture of the tools.

REPORTER	CARPENTER
ELEMENTARY SCHOOL TEACHER	DOCTOR



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Second Grade



2nd Grade
 McKeesport Area School District
 339 Lesson Plan

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): What I Want to Be When I Grow Up

LESSON TITLE: # 1 What I Want to Be When I Grow?

DURATION: 40 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Students will discover career choices through discussions with librarian and parents. The students will research on array of career book at the library.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

How interests, aptitudes, and abilities play a key role in your career choices?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Students will draw and illustrate a picture showing their future occupation.

Students will visit the school library and collaborate with the school librarian to locate books of interest for future careers.

Students will listen to teacher, librarian, and parents of discovering careers.

Students will take home and complete Career Family Tree worksheet.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Read Aloud

Adapt/modify for learning needs.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

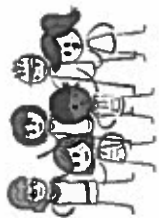
Library books

Librarian

Career Family Tree Worksheets

Writing Paper

Pencils



WHEN I GROW UP I WANT TO BE.....

Student Name _____

Grade _____

School _____

School Year _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): Work Career Paths and Me

LESSON TITLE: #2 Interest Inventory

DURATION: 45 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The students will relate their interests and abilities to career choices.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- * TTW intro the 6 interests on the inventory (Realistic, Investigative, Artistic, Social, Enterprising, Conventional)
- * TTW pass out inventory for students to complete and then add up their choices so they can see what job or career they might like.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

TTW provide a partner or teacher to assist with the reading or presentation of written work.
TTW pull students who are still having difficulty into a small group for additional help.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson







A copy of **career interest inventory** for each student.

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.







Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer

					
<input type="checkbox"/> Play Sports	<input type="checkbox"/> Care for pets	<input type="checkbox"/> Build Things	<input type="checkbox"/> Lawn /garden	<input type="checkbox"/> Work outdoors	<input type="checkbox"/> Read plans







Total Checked _____

Investigative: The Thinker

					
<input type="checkbox"/> Use computers	<input type="checkbox"/> Read	<input type="checkbox"/> Do math	<input type="checkbox"/> Work alone	<input type="checkbox"/> Research	<input type="checkbox"/> Ask questions

Total Checked _____

Artistic: The Creator

					
<input type="checkbox"/> Paint, draw	<input type="checkbox"/> Take pictures	<input type="checkbox"/> Sing, Play music	<input type="checkbox"/> Arrange flowers	<input type="checkbox"/> Make things	<input type="checkbox"/> Decorate

Total Checked _____

Student Name _____

Grade _____







School _____
46

School Year _____









© by Shasta Twenty-first Century Career Connections

Social: The Helper

					
<input type="checkbox"/> Serve people food	<input type="checkbox"/> Work with children	<input type="checkbox"/> Friendly	<input type="checkbox"/> Work with Older people	<input type="checkbox"/> Help people	<input type="checkbox"/> Work on a team







Total Checked _____

Enterprising: The Persuader

					
<input type="checkbox"/> Talk with people	<input type="checkbox"/> Sell things	<input type="checkbox"/> Plan parties	<input type="checkbox"/> Persuade people	<input type="checkbox"/> Lead a group	<input type="checkbox"/> Run a business

Total Checked _____

Conventional: The Organizer

					
<input type="checkbox"/> File	<input type="checkbox"/> Sort	<input type="checkbox"/> Cashier	<input type="checkbox"/> Data Entry	<input type="checkbox"/> Keep records	<input type="checkbox"/> Follow a plan

Total Checked _____

Which set of pictures do you enjoy the most?

<input type="checkbox"/> Realistic - the Doer	<input type="checkbox"/> Social - The Helper
<input type="checkbox"/> Investigative - the Thinker	<input type="checkbox"/> Enterprising - the Persuader
<input type="checkbox"/> Artistic - the Creator	<input type="checkbox"/> Conventional - the Organizer



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): What I Want to Be When I Grow Up

LESSON TITLE: # 3 The Sky's the Limit: My Wishes

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. **Personal Interests**
 - C. **Non-Traditional Workplace Roles**
 - D. **Local Career Preparation Opportunities**
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The students will be able to relate their interests or hobbies to a career choice.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

How interests, aptitudes, and abilities play a key role in your career choices?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Students will utilize their interest inventory to help them decide which career choice interests them.

The students can work in small groups or individually to discuss and plan what skills and knowledge they would need for their career choice.

The students will draw a picture of themselves in their career choice and write a few sentences detailing what they want to be and why this career interests them.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

The students who struggle with writing can illustrate a picture of themselves for their career choice.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Library books

Librarian

Career Family Tree Worksheets

Writing Paper

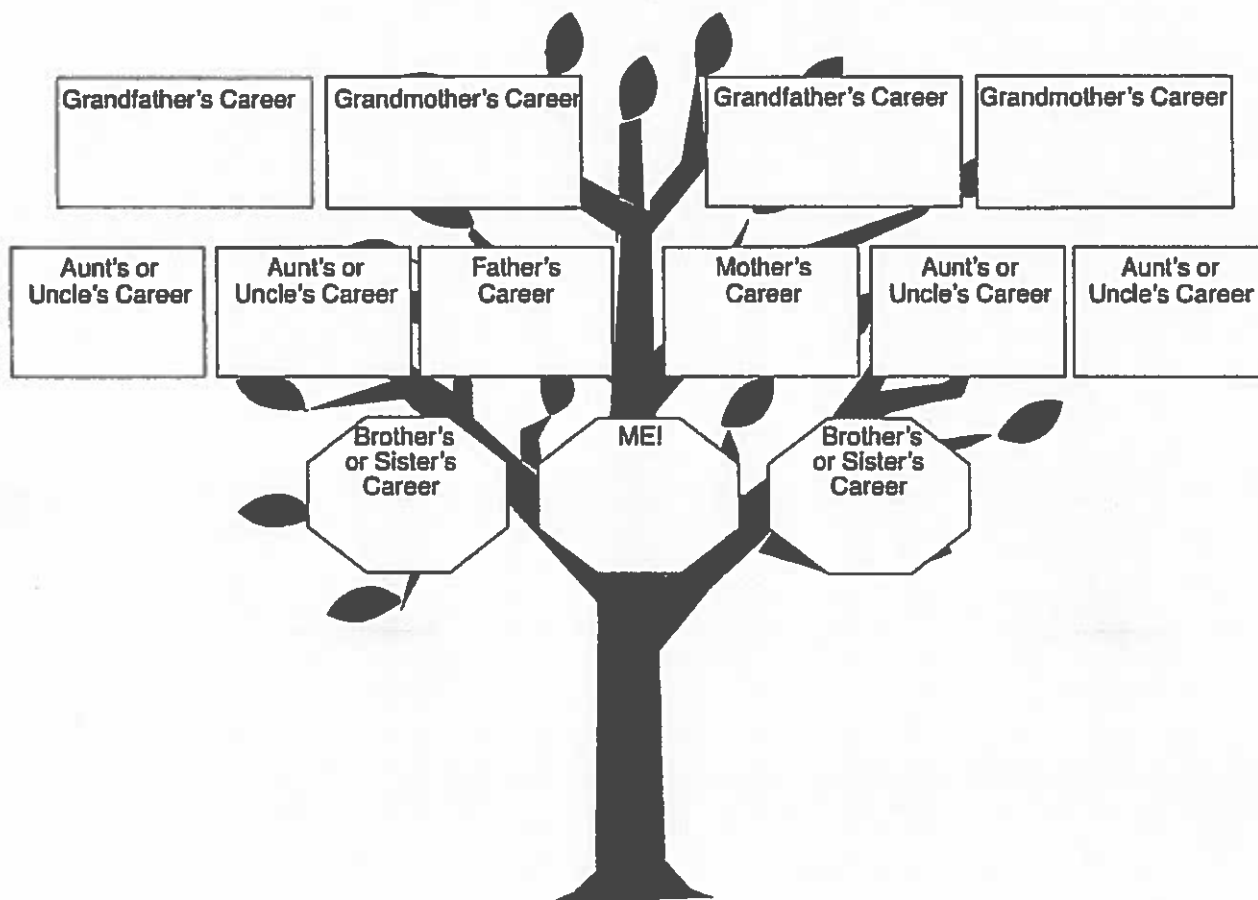
Pencils



Career Family Tree Worksheet

Take a look at the careers chosen by your grandparents, parents, aunts, uncles, and other relatives.

It's fun to think about how family members' career choices have influenced their lives—and it may help you identify things you want and don't want in a career. Fill in each box with the career of the listed person. Add boxes for more aunts, uncles, cousins, brothers, and sisters if you can.



Are there career areas that several of your relatives have pursued? If so, list them here.

How have your family members' career choices changed over time?

What do your relatives tell you about reasons to choose or not choose careers like theirs?



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): What I Want to Be When I Grow Up

LESSON TITLE: # 4 Career paths and education

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The students will develop a basic understanding of the education and experiences needed for specific career paths.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

How interests, aptitudes, and abilities play a key role in your career choices?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

- (Unit 4) qualified, certified, college, trade schools, income

INSTRUCTIONAL PROCEDURES:

1. Discuss the various requirements that a person may need to fulfill their career path.
Give examples
2. Individual conferences with students to determine the right career path for the career each student has chosen
3. Students will create a timeline of the years they will spend fulfilling their path

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Interest inventory

Writing Paper

Pencils

Interest Inventory for _____ Date: _____

Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

1. How old are you? _____ What grade are you in? _____

2. Do you like school? _____ Why or Why not? _____

3. What subject(s) do you like best in school? _____

4. What books have you enjoyed reading? _____

5. What kind of books would you like to read in the future? _____

6. Do you like to play sports? _____

What sports do you like to play? _____

7. What do you like to do at recess? _____

8. Do you like to play games (Monopoly, Sorry, card games, etc.)? _____

What games do you like to play? _____

9. What do you do when you are at home? _____

10. What do you like best about your home? _____

11. Do you like to watch T. V.? _____

What is/are your favorite T. V. Show(s)? _____

12. Do you like to listen to music? _____ Do you like to sing? _____

What is your favorite song(s)? _____

13. What do you like to eat? _____

Where do you like to go eat (restaurant)? _____

How often do you go out to eat? _____

14. What do you like to do with your friends after school? _____

15. What do you like to do on the weekend? _____

16. What do you like to do with your family? _____

17. What things in life bother you most? _____

18. Who is your favorite person? _____ Why? _____

19. Who do you think is the greatest person? _____ Why? _____

20. What kind of person would you like to be when you are older? _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): What I Want to Be When I Grow Up

LESSON TITLE: # 5 When I Grow Up, What Do I Want to Be?

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Students will create a one-paragraph portfolio piece describing their current personal interests in a career.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

TTW access prior knowledge gained from Lessons 1 – 4.

TSW use resource books and Interest Inventory to choose a career.

TSW write one paragraph describing their career choice and three reasons why they chose that career.

TSW demonstrate understanding of paragraph format by using a topic sentence, three details, and a concluding sentence.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

TTW provide a paragraph frame.

TTW provide a main idea and/or concluding sentence, as well as sequence words.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Library reference books

Interest inventory

What I Want to Be When I Grow Up cover sheet

Writing Paper

Pencils/Crayons



This Is The Me I Want To Be!



SELF 1-7

COLORFUL COUNSELING! © 2006 MASCO PRODUCTS, INC. 1-800-448-2197



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 2nd Grade

UNIT TITLE (Grades K-5 Only): Work Career Paths and Me

LESSON TITLE: # 6 Come See What I Can Be

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The students will be able to demonstrate through a presentation of written work completed in Lesson 5
 “When I Grow Up what do I want to be?” what they want to be when they grow up.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What do you want to be when you grow up?

VOCABULARY

Tier 3 words & language specific to career and work

Occupation-a job or a profession

Career-an occupation with a specific skill set

Interest-something that a person wants to give special attention to

Services-a job that people do to help others

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. TTW access prior knowledge gained from Lessons 1 – 4.
2. TTW use completed written work to present to peers what they want to be when they grow up and why.

(Teachers and peers can take the opportunity to ask/discuss questions).

Optional: The above activity can be done as a gallery walk with presentation of written pieces hanging in the hallway.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

TTW provide a partner or teacher to assist with the reading or presentation of written work.

TTW have students present and discuss a picture only rather than a piece of writing.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Written work – “When I Grow Up What Do I Want to Be?”



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Third Grade



3rd Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade Social Studies

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: What I Want to be When I Grow Up

DURATION: 30 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

Goal: Finding my place in the community.

Objective: Students will write a response to the question "What do you want to be when I grow up?" They will cite 3 reasons why they chose that career and represent it with a picture or collage.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Big Idea: Finding My Place in the Community

Essential Question: Where do I fit in?
What will my future career be?

VOCABULARY

Tier 3 words & language specific to career and work

- Career
- Professional
- Interests

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Discussion about possible careers, brainstorming, and charting of answers.
2. Students will choose a career that reflects their career interests and answer the prompt
3. Students will create a collage or drawing based upon their professional career choice
4. Class will share our their finished product

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

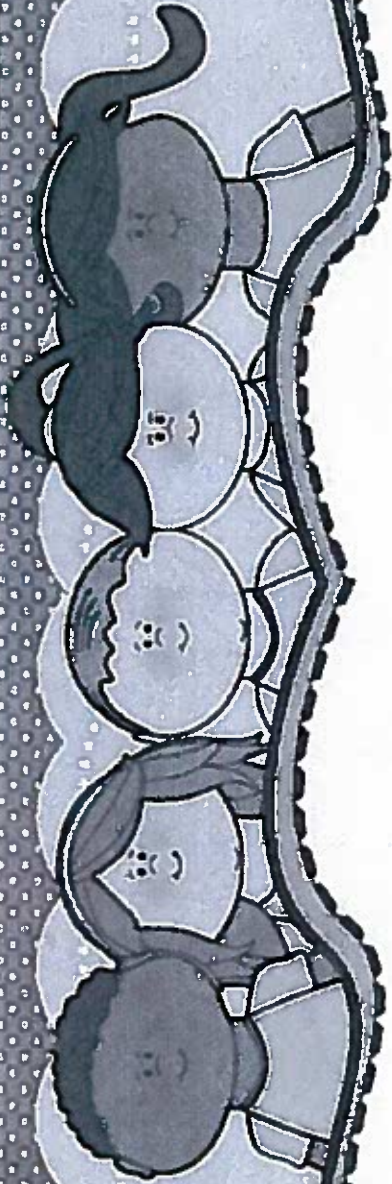
(IEP/ ELL) Provide pictures of occupations to help students identify careers

(GIEP) Students will research local companies that would be hiring for their specific career choice

MATERIALS & RESOURCES:

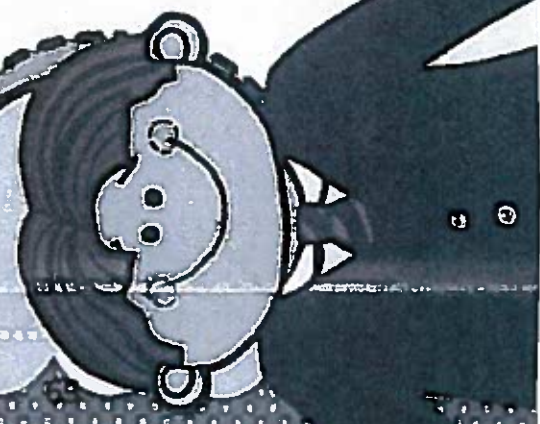
Items, links and other materials used to support the lesson

- Writing Prompt
- Newspapers/ magazines
- Scissors/ glue



When I Grow Up

Writing Prompt



Created by: Andrea Ho @ Cheers To School

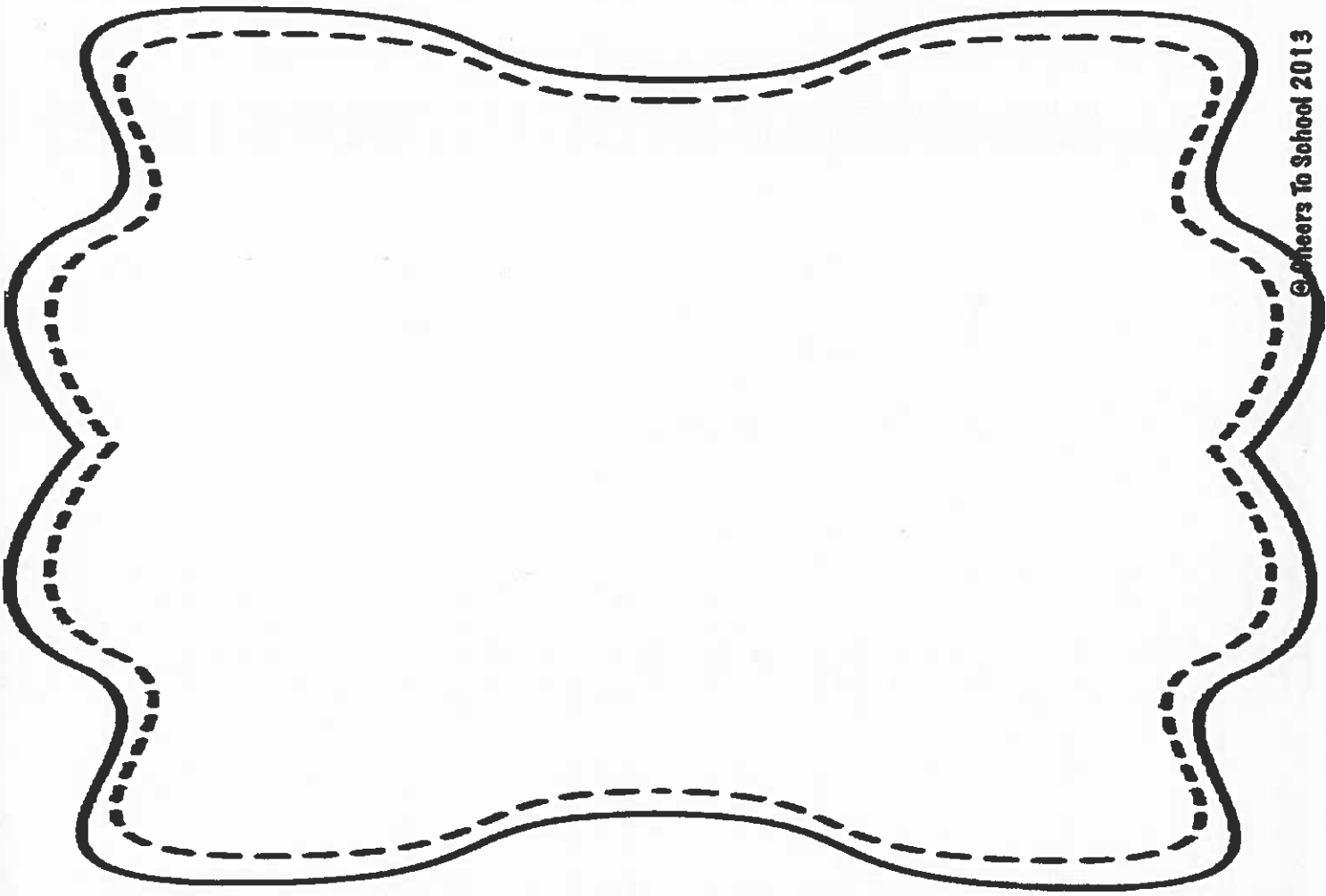
Student Name _____
Grade _____
School _____
School Year _____

Name: _____ Date: _____

When I grow up, I want to

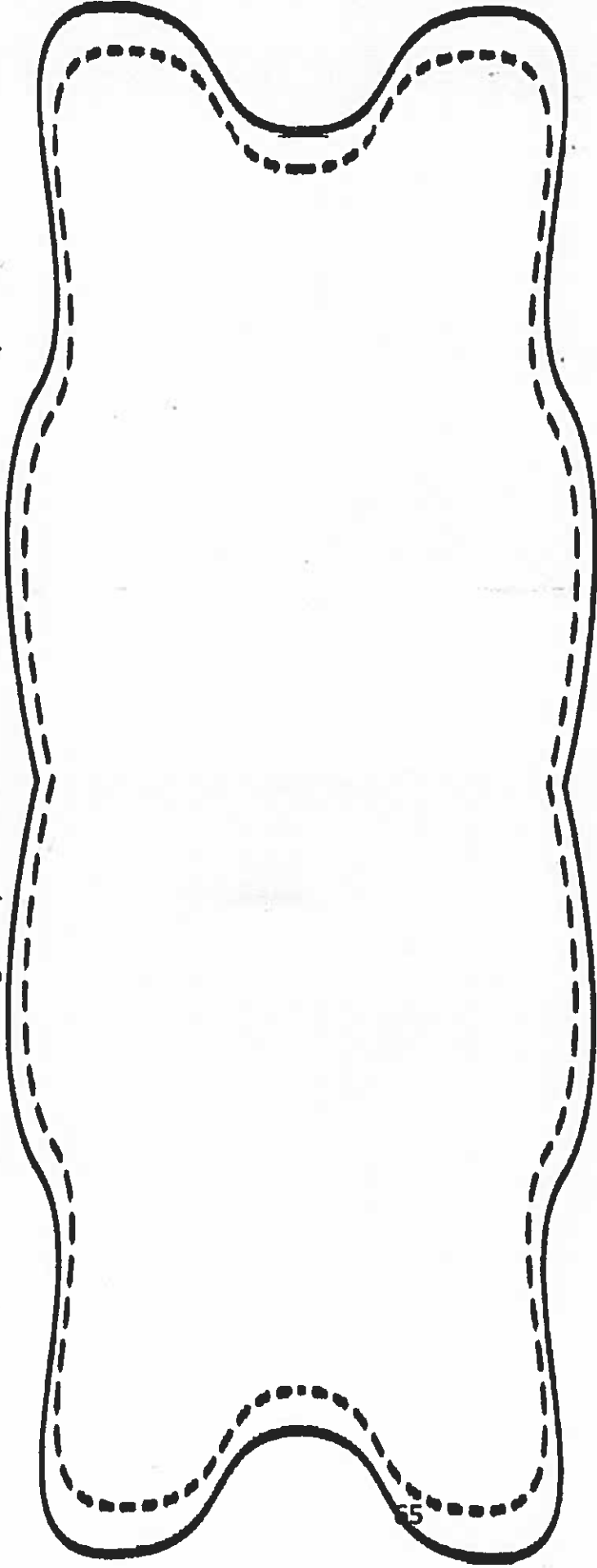
be a _____

because _____



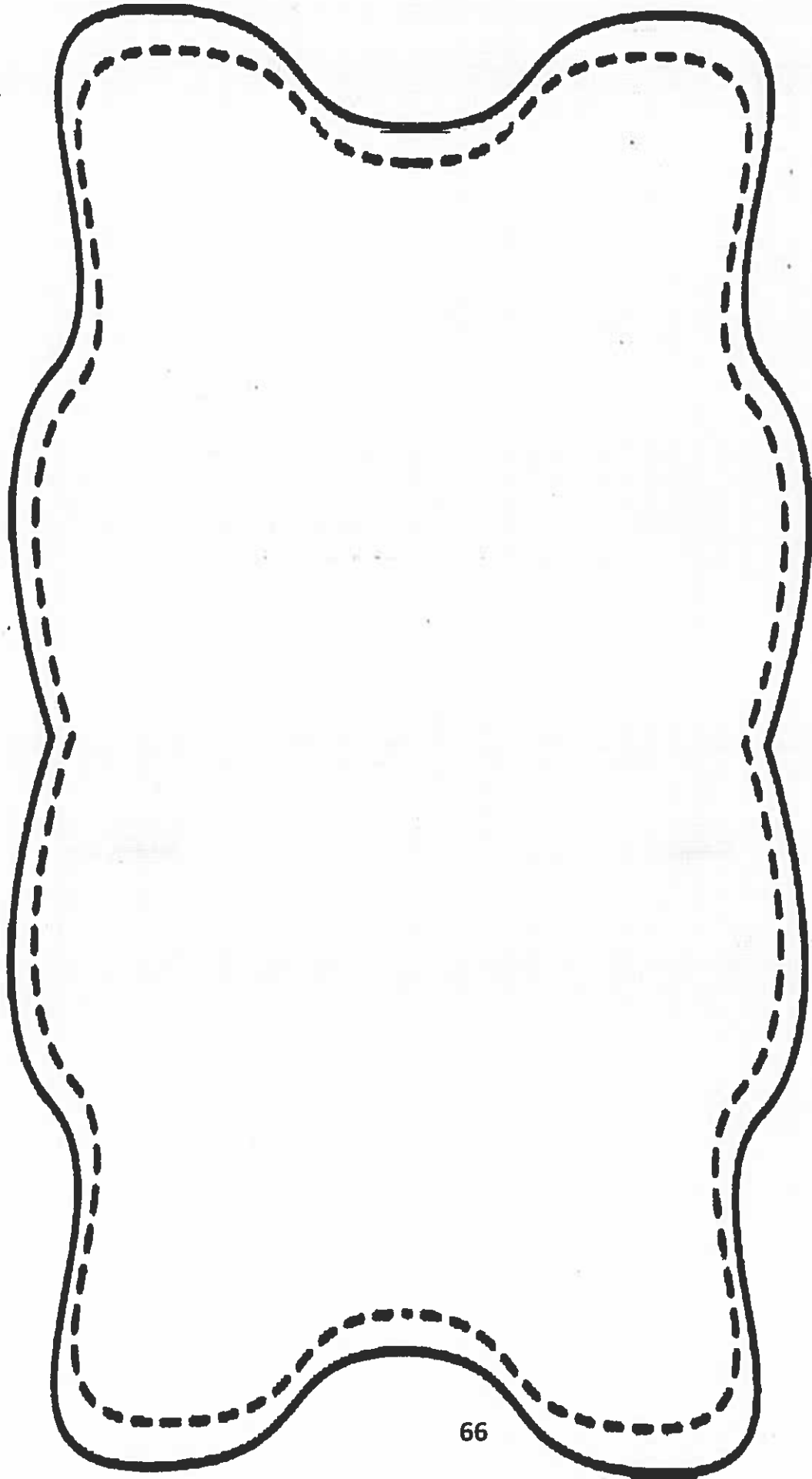
Name: _____ Date: _____

What do you want to be when you grow up? Why? Give at least 3 reasons. Draw a picture below.



Name: _____

Date: _____



When I grow up, I want to be a _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd grade- Social Studies

UNIT TITLE (Grades K-5 Only): Finding My Place in the Community

LESSON TITLE: Career Interest Inventory

DURATION: 20-30 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

Students will identify their interests and learn to relate their interests and abilities to possible career choices by completing an inventory from a list of 6 different categories with 6 interests in each.

ESSENTIAL QUESTION

What interests and abilities do I possess that will help me explore different career paths and opportunities?

What interests and abilities do I possess that will help me identify a career path?

VOCABULARY

Interest

Inventory

Ability

Career

Choices

INSTRUCTIONAL PROCEDURES:

Intro- Learning about yourself is the most important step in the search for a job or career. A career interest inventory helps you relate your interest and abilities to career choices.

Discuss- What are your personal interests? Likes and Dislikes? (Can make a list)
-environment, team vs. individual, education level, type of schedule...etc...

Complete- The Inventory (attached). Have students see which category they scored highest in and brainstorm a few jobs that might go with what they scored.

DIFFERENTIATION METHODS:

Use the pictorial version of the inventory

Break it down by using circles instead of tally marks

Make sure to incorporate multiple learning styles by using auditory, kinesthetic, and visual

MATERIALS & RESOURCES:

Career interest inventory list

Dry erase board or plain sheet of paper







Marker, eraser, pencil

Career Interest Inventory -- Pictorial Version

Learning about yourself is the most important step in your search for a job or career. A Career Interest Inventory helps you relate your interests and abilities to career choices. The following survey will link your career interests to related high school courses.



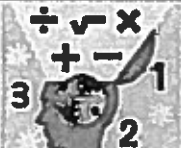



Step 1: Mark the items within each category that describe you. **Step 2:** Total the number of items checked for each category.

Realistic: The Doer

					
<input type="checkbox"/> Play Sports	<input type="checkbox"/> Care for pets	<input type="checkbox"/> Build Things	<input type="checkbox"/> Lawn /garden	<input type="checkbox"/> Work outdoors	<input type="checkbox"/> Read plans







Total Checked _____

Investigative: The Thinker

					
<input type="checkbox"/> Use computers	<input type="checkbox"/> Read	<input type="checkbox"/> Do math	<input type="checkbox"/> Work alone	<input type="checkbox"/> Research	<input type="checkbox"/> Ask questions

Total Checked _____

Artistic: The Creator

					
<input type="checkbox"/> Paint, draw	<input type="checkbox"/> Take pictures	<input type="checkbox"/> Sing, Play music	<input type="checkbox"/> Arrange flowers	<input type="checkbox"/> Make things	<input type="checkbox"/> Decorate


Total Checked _____

Student Name _____
 Grade _____
 School _____
 School Year _____









© by Shasta Twenty-first Century Career Connections

Social: The Helper

					
<input type="checkbox"/> Serve people food	<input type="checkbox"/> Work with children	<input type="checkbox"/> Friendly	<input type="checkbox"/> Work with Older people	<input type="checkbox"/> Help people	<input type="checkbox"/> Work on a team







Total Checked _____

Enterprising: The Persuader

					
<input type="checkbox"/> Talk with people	<input type="checkbox"/> Sell things	<input type="checkbox"/> Plan parties	<input type="checkbox"/> Persuade people	<input type="checkbox"/> Lead a group	<input type="checkbox"/> Run a business

Total Checked _____

Conventional: The Organizer

					
<input type="checkbox"/> File	<input type="checkbox"/> Sort	<input type="checkbox"/> Cashier	<input type="checkbox"/> Data Entry	<input type="checkbox"/> Keep records	<input type="checkbox"/> Follow a plan

Total Checked _____

Which set of pictures do you enjoy the most?

<input type="checkbox"/> Realistic - the Doer	<input type="checkbox"/> Social - The Helper
<input type="checkbox"/> Investigative - the Thinker	<input type="checkbox"/> Enterprising - the Persuader
<input type="checkbox"/> Artistic - the Creator	<input type="checkbox"/> Conventional - the Organizer

Interest Inventory for _____ Date: _____

Please help me find out more about your likes and dislikes by taking some time to answer the following questions. Thank you.

1. How old are you? _____ What grade are you in? _____

2. Do you like school? _____ Why or Why not? _____

3. What subject(s) do you like best in school? _____

4. What books have you enjoyed reading? _____

5. What kind of books would you like to read in the future? _____

6. Do you like to play sports? _____

What sports do you like to play? _____

7. What do you like to do at recess? _____

8. Do you like to play games (Monopoly, Sorry, card games, etc.)? _____

What games do you like to play? _____

9. What do you do when you are at home? _____

10. What do you like best about your home? _____

11. Do you like to watch T. V.? _____

What is/are your favorite T. V. Show(s)? _____

12. Do you like to listen to music? _____ Do you like to sing? _____

What is your favorite song(s)? _____

13. What do you like to eat? _____

Where do you like to go eat (restaurant)? _____

How often do you go out to eat? _____

14. What do you like to do with your friends after school? _____

15. What do you like to do on the weekend? _____

16. What do you like to do with your family? _____

17. What things in life bother you most? _____

18. Who is your favorite person? _____ Why? _____

19. Who do you think is the greatest person? _____ Why? _____

20. What kind of person would you like to be when you are older? _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd Grade

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: My Strengths and Qualities

DURATION:

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. **Abilities and Aptitudes**
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. **Character Traits**
 - C. Business Plan

OBJECTIVE

The students will be able to identify and create a list of at least 3 personal strengths and qualities about themselves.

ESSENTIAL QUESTION

What strengths and qualities do I possess that will help me explore different career paths and opportunities?

What strengths and qualities do I possess for certain jobs/careers?

VOCABULARY

Value: The importance, worth or usefulness of something.

Strength: a good or beneficial quality or attribute of a person or thing.

Qualities: A characteristic possessed by someone or something.

INSTRUCTIONAL PROCEDURES:

1. Students will brainstorm what strengths and qualities are with the teacher.
2. Students will look up and define both words.
3. Students will make a list of different strengths and qualities on worksheet provided by the teacher.
4. Student will list on a flashcard their most important strength or quality and a how they could use it in a career or a job that would be connected to that strength/quality.

DIFFERENTIATION METHODS:

ELL: Qualities and strengths could be listed in learner's languages; definitions would be provided in learner's languages as well. Sample job list could be provided in learner's language.

IEP: Students can dictate answers, choices could be provided, definitions could be provided or have students fill in the blanks for definitions.

GIEP: Students could make up a game for strengths and qualities, students could create a poster that connects their strength/quality to a career/job using pictures or drawings and descriptions of the job with the listed strengths and qualities.

MATERIALS & RESOURCES:

Board

Dry Erase Markers

Notecards

Pencils

My Strengths and Qualities worksheet

Dictionary/ Tablet or computer with online dictionary

Smart Board

My Strengths and Qualities

Things I'm good at:

1. _____
2. _____
3. _____

I've helped others by:

1. _____
2. _____
3. _____

What I value the most:

1. _____
2. _____
3. _____

Things that make me happy:

1. _____
2. _____
3. _____

Challenges I have overcome

1. _____
2. _____
3. _____

Things that make me unique

1. _____
2. _____
3. _____

Compliments I have received

1. _____
2. _____
3. _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3RD Grade Social Studies/Finding My Place in The Community **UNIT TITLE** (Grades K-5 Only):

LESSON TITLE: The Me Beyond the Mirror: My School Goals

DURATION: 60 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance
Students will able write and carry out a personal school goal and action plan.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Are you able to write and implement an action plan that will bring you success in reaching a personal school goal?

VOCABULARY

Tier 3 words & language specific to career and work

SMART – acronym

S- Specific

M- Measurable

A-Attainable

R- Realistic and Relevant

T-Time Bound

Goal

Action plan

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Discuss what a SMART goal is and what each part of the acronym means. (see poster)
2. Sort specific and nonspecific goals.
3. Create a list of school specific goals as a class. (Specific goals tell: who, when, where, why and or how)
4. Students will complete SMART graphic organizer.
5. Students will write a condense version on the goal sheet to be displayed in the classroom as a reminder of their personal school goal.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Teacher provides a list of possible goals and action plans for a student to choose from.

Less parts of the acronym will be accepted (MART, ART....)

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

SMART Goal Planner sheet

Goal sheet

List of specific and nonspecific goals generated by teacher to be sorted (see website)

Chart paper

www. Scholastic.com Title – Setting (Almost) SMART Goals With My Students

S.M.A.R.T. Goal Planner

Specific	What <u>EXACTLY</u> do I want to happen?	
Measurable	I will know I have reached my goal when...	
Attainable	With hard work, is it possible to reach this goal by the deadline?	
Realistic and Relevant	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
Time-Bound	I will reach my goal by:	

My SMART Goal

I will _____

by _____. I'll reach my goal by _____

My SMART Goal

I will _____

by _____. I'll reach my goal by _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade

UNIT TITLE (Grades K-5 Only): Finding My Place in the Community

LESSON TITLE: A Letter to My Future Self

DURATION: 40 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation
 A. Abilities and Aptitudes
 B. Personal Interests
 C. Non-Traditional Workplace Roles
 D. Local Career Preparation Opportunities
 E. Career Selection Influences
 F. Preparation for Careers
 G. Career Plan Components
 H. Relationship between Education and Career

13.2 Career Acquisition (Getting a Job)
 A. Interviewing Skills Resources
 B. Career Acquisition Documents
 C. Career Planning Portfolios
 D. Career Acquisition Process

13.3 Career Retention and Advancement
 A. Work Habits
 B. Cooperation and Teamwork
 C. Group Interaction
 D. Budgeting
 E. Time Management
 F. Workplace Changes
 G. Lifelong Learning

13.4 Entrepreneurship
 A. Risks and Rewards
 B. Character Traits
 C. Business Plan

OBJECTIVE

The students will be able to identify their place in the community. They will compose a letter to their future self. The letter will identify their future profession.

ESSENTIAL QUESTION

Exploring career plans (13.2.5D)

What will my future career be?

VOCABULARY

Profession

Future

Compose

INSTRUCTIONAL PROCEDURES:

The students will brainstorm a list of possible career choices that they may be interested in obtaining in the future. The children will then select one career and write a letter to their future self stating their future career choice and reasons for their selection. They will also include motivation and advice as to why they picked their chosen profession.

DIFFERENTIATION METHODS:

Students that have trouble writing can draw a picture and label their career choice they have selected for their future self. They can also have the teacher scribe their thoughts.

MATERIALS & RESOURCES:

Web diagram

Writing paper/ Letter Format

Date:

Dear Future Me,

Much love and Admiration,
Me

♡ My favorite motivational quote:



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 3rd Grade/Social Studies

UNIT TITLE (Grades K-5 Only): Finding my place in the community

LESSON TITLE: Elementary Career Awareness Through Children's Literature

DURATION: 30 Minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.2 Career Acquisition (Getting a Job)**
- A. Interviewing Skills Resources
 - B. Career Acquisition Documents
 - C. Career Planning Portfolios
 - D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance
 SWBAT identify their interests and careers that fit these interests.
 Students create a list of their interests that can be used to find careers that fit these interests.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Big idea- Finding My Place in the Community

Essential Questions- What career suits me based on my interests?

VOCABULARY

Tier 3 words & language specific to career and work

Responsibility, Commitment, Work Ethic

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Read Arthur's Pet Business.
2. Ask students to brainstorm an area in which they are currently interested
3. Students share their area of interest during a large group sharing session
4. Record student responses on board
5. Discuss list with class emphasizing the large numbers of different areas of interest

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

ELL/IEP Provide pictures that illustrate a variety of interests and careers that fit the interests

GIEP- Students can create a PowerPoint that highlights their interests and careers that fit these interests

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Arthur's Pet Business by Marc Brown



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Third Grade

UNIT TITLE: Finding My Place in the Community

LESSON TITLE: Career Paths: Jobs I like

DURATION: 40 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVES

Students will be able to complete a career interest inventory.

Students will compare/ contrast two careers using a Venn Diagram and/or chart

ESSENTIAL QUESTION

What is the best career choice for me based on my interests?

VOCABULARY

Salary

Education

Job Description

Portfolio

Occupation

INSTRUCTIONAL PROCEDURES:

1. Model use of on-line interest inventory web site.
2. Students will complete an on-line interest inventory of potential careers.
Careeronestep.org
3. Students will choose two careers from their interest inventory results and compare and contrast using a Venn Diagram and/or chart.
4. Students will write a brief summary of what their potential career choice should be and why based on their Venn Diagram and/or chart.

DIFFERENTIATION METHODS:

Teacher reads interest inventory aloud as needed.

MATERIALS & RESOURCES:

Computer with projection display

Computers with Internet access

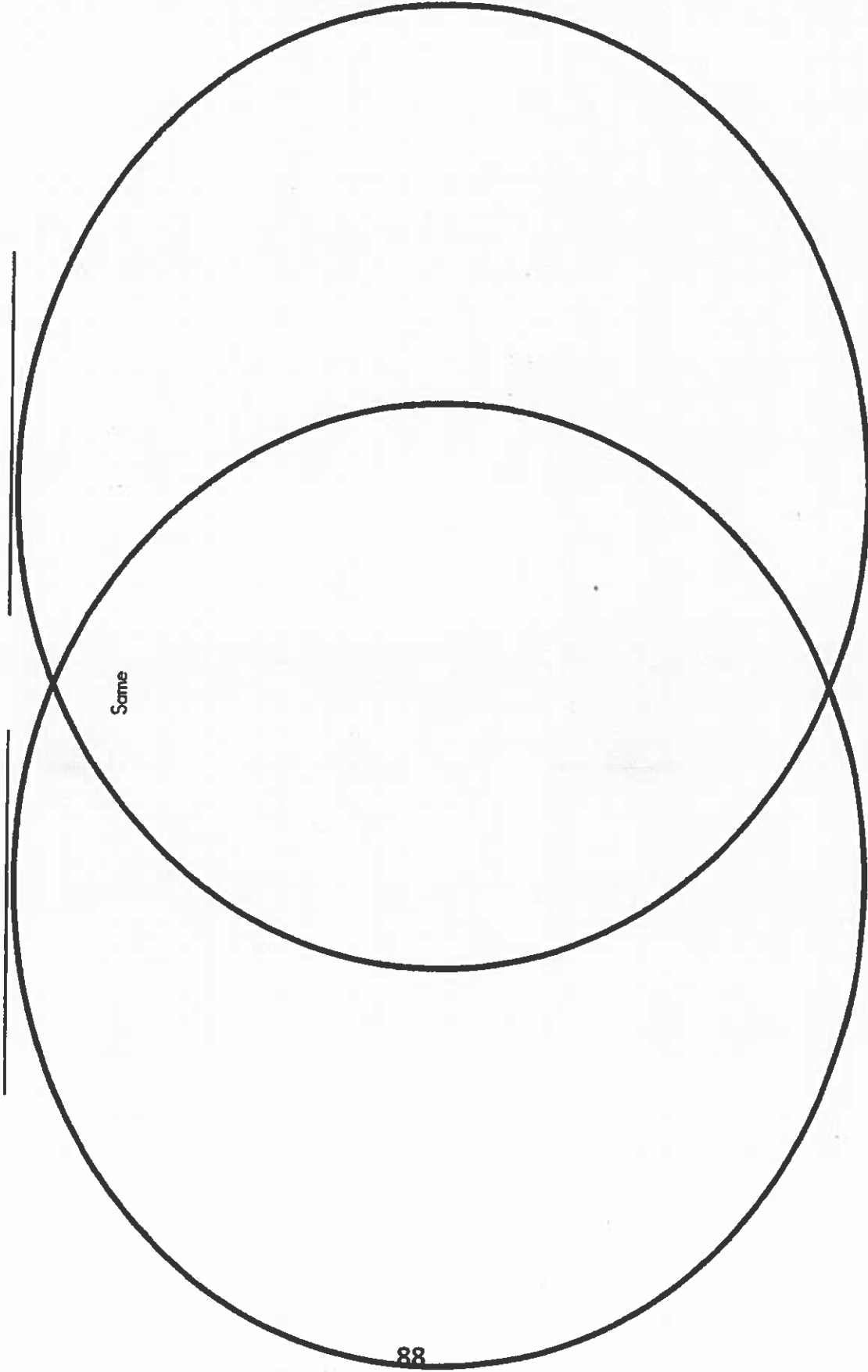
Web Address – <http://www.Careeronestep.org>

Venn Diagram and/or chart

Pencil

Name: _____

Venn Diagram





Name _____

Career Paths: Jobs I like

	Career	
	Outlook (how many jobs in the future)	
	Salary (wages)	
	Education needed	
	Job Description	
	What I like about this career	



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Fourth Grade



4th Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4 – Lesson plan 1

UNIT TITLE (Grades K-5 Only): Targeting Careers

LESSON TITLE: What do I want to be when I grow up?

DURATION: 1 class period

<p>CAREER EDUCATION & WORK STANDARDS ADDRESSED</p> <p><i>(Highlight all that apply)</i></p>	<p>13.1 Career Awareness and Preparation</p> <ul style="list-style-type: none"> A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career 	<p>13.2 Career Acquisition (Getting a Job)</p> <ul style="list-style-type: none"> A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	<p>13.3 Career Retention and Advancement</p> <ul style="list-style-type: none"> A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning 	<p>13.4 Entrepreneurship</p> <ul style="list-style-type: none"> A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The goal of this unit is for students to explore a variety of careers through brainstorming. Then they will choose a career that interests them and write about it as a journal entry.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What is a career?

VOCABULARY

Tier 3 words & language specific to career and work

- responsibility
- determination
- perseverance

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1.) Discuss 'what is a career' vs 'a job' (view study.com video)
- 2.) Discuss what it takes to have a career (college, trainings, etc...)
- 3.) Write a journal prompt choosing a career you may want to pursue and why

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Instead of writing a prompt about what they want to be when they grow up, children can make a poster

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- study.com (career vs. job: what's the difference)
- Promethean Board, white board, chart paper
- paper
- pencils
- poster paper
- crayons

WHEN I GROW UP I WANT TO BE.....



Student Name _____
Grade _____
School _____
School Year _____



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4 – Lesson plan #2

UNIT TITLE (Grades K-5 Only): Targeting Careers

LESSON TITLE: Interesting Inventory

DURATION: 2 class periods

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers**
 - G. Career Plan Components
 - H. Relationship between Education and Career**

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork**
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management**
 - F. Workplace Changes
 - G. Lifelong Learning

13.2 Career Acquisition (Getting a Job)

- A. Interviewing Skills Resources
- B. Career Acquisition Documents
- C. Career Planning Portfolios
- D. Career Acquisition Process

13.4 Entrepreneurship

- A. Risks and Rewards
- B. Character Traits
- C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The goal of this unit is for students to have a deeper understanding of the career they choose by doing research.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What does this job entail?

VOCABULARY

Tier 3 words & language specific to career and work

- research
- analyze
- inquiry

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1.) **Group students according to their career choice**
- 2.) **Pass out 'Occupational Information' student worksheet**
- 3.) **Have kids go to computer lab to research their career of choice in depth**

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

For students with special education IEPs, they can pick 5 instead of the 10 questions with the support of the special education teacher

For students with gifted IEPs, they can interview a person in the career of their choice, along with the research component or in lieu of

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- 'Occupational Information' student worksheet
- Computer

Career Interest Explorer Assessment for Elementary Students

Step 1: Read each list below and place a check mark beside any of the questions that you answer yes.

___ R

- ___ Do you like to work or play outdoors?
- ___ Do you like to build things?
- ___ Would you like to learn how to fix your bike?
- ___ Are you good at figuring out how things work?

___ A

- ___ Do you like music, theatre, or art classes?
- ___ Do you like writing stories or poems?
- ___ Can you play a musical instrument?
- ___ Do you like to make up games when playing with friends?

___ I

- ___ Do you like math and science classes?
- ___ Do you like to invent new things?
- ___ Are you good with computers?
- ___ Do you like working by yourself to solve problems?

___ S

- ___ Do you like to help your friends solve problems?
- ___ Do you like to care for sick people?
- ___ Do you enjoy having lots of friends in your class?
- ___ Do you like to work in a group or a team?

___ E

- ___ Do you like to lead others?
- ___ Do you like to finish projects that you start?
- ___ Do you like to compete in school or in sports?
- ___ Do you like to pick what your friends play?

___ C

- ___ Do you like to be prepared for school?
- ___ Do you like math or computers?
- ___ Do you like to keep track of your money and spending?
- ___ Do you like to keep your room or desk organized?

Step 2: Count the number of check marks in each section and write the number on the line beside the letter at the beginning of the section. Circle the letter(s) with the highest number of check marks.

Student Name _____
Grade _____
School _____ 96
School Year _____

Step 3: Take a look at the list of careers under your top letters. Mark any that you like.

R = Realistic (hands-on):

- You enjoy building things
- You enjoy working outdoors
- You enjoy using tools to help fix things

Realistic Jobs:

Firefighter
Chef
Farmer
Zookeeper
Police Officer
Mechanic

S = Social (helper):

- You like to help your friends
- You get along well with others
- You like working with people

Social Jobs:

Nurse
Teacher
Counselor
Animal trainer
Principal
Judge

A = Artistic (creative/inventive):

- You like to create new things
- You like using your imagination
- You like to express yourself

Artistic Jobs:

Reporter
Photographer
Fashion Designer
Musician
Author/Writer
Actor/Actress

E = Enterprising (inventive/imaginative):

- You like to lead others
- You are energetic and active
- You like competition

Enterprising Jobs:

Coach
Lawyer
Hairdresser
Business Owner
Hotel manager
Tour guide

I = Investigative (thinker/detective):

- You like to work on your own
- You enjoy using science and math
- You like to help solve problems

Investigative Jobs:

Doctor
Veterinarian
Pharmacist
Researcher
Astronomer
Detective

C = Conventional (organizer):

- You are organized and like a schedule
- You like to keep your things neat
- Your friends can rely on you

Conventional Jobs:

Pilot
Banker
Nurse
Librarian
Security guard
Secretary

Learn more about yourself – check out additional career inventories, profiles, interviews, videos, and blogs at CFNC.org. It's easy, free, and fun!!

MRKT.00.100.105.000(03/14)



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4th Grade Career Activity

UNIT TITLE (Grades K-5 Only): Targeting Careers

LESSON TITLE: My Fourth Grade Goals

DURATION: 60 minutes

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

The goal of this lesson is for students to be able to complete the Goal Flow Chart which asks them to create a yearly goal, three long term goals (high school, college, and 20 years), and what skills/characteristics they need to achieve them. Afterwards, students will use this information to write a cohesive essay in which they are asked to answer following:

- What goals do you have for this year academically?
- What goals do you have for this year personally?
- What do you need to do to achieve your academic goals? (skills/ KWL chart)
- What do you need to do to achieve to personal goals? (behavior/ attitude)

ESSENTIAL QUESTION

Comprehensive planning leads to effective career decisions

- **What kinds of information can help me develop my plan for the future?**

Differences between short and long term academic goals.

Establish a list of short and long range academic goals for the future and share this in a group.

13.2.5.D

VOCABULARY

- Academic goals
- Personal goals
- Career
- Long term planning

INSTRUCTIONAL PROCEDURES:

- Lesson opener, introduce goals. Talk with students about what kinds of goals people can have: related to school, sports, job, getting rewards, etc.
- Hand out the flow chart worksheet; students complete; ask for volunteers to share some goals.
- Students complete writing assignment with at least a 10 sentence essay using: a thesis statement and all of the components on the Goal Flow Chart worksheet.
- Students should complete essay with minimal spelling and punctuation errors.

DIFFERENTIATION METHODS:

Students needing differentiation will be assigned an adapted version of the assignment. For example: students may be required to complete only 5 or 6 sentences, based on ability level.

MATERIALS & RESOURCES:

Teacher may want the students to draw a self-portrait and post the essay on a scrapbook paper background.

- Pencil
- Flow chart
- Essay paper
- Crayons/markers
- Scissors
- Glue
- Scrapbook paper/construction paper
- KWL chart optional



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4th Grade

UNIT TITLE (Grades K-5 Only):

LESSON TITLE: Careers in Engineering

DURATION: 40 minute session

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests**
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences**
 - F. Preparation for Careers**
 - G. Career Plan Components
 - H. Relationship between Education and Career

13.2 Career Acquisition (Getting a Job)

- A. Interviewing Skills Resources
- B. Career Acquisition Documents
- C. Career Planning Portfolios
- D. Career Acquisition Process

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The students will understand the terms "designer, builder, inventor".
The students will learn the wide variety of careers in engineering, and the many paths leading to careers in the engineering field.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What kinds of information can help me develop my plan for the future?

Differences between short and long term academic goals.

Establish a list of short and long range academic goals for the future and share this in a group.

13.2.5.D

VOCABULARY

Tier 3 words & language specific to career and work

- Designer
- Builder
- Inventor
- Engineer

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. "Please Do Now": Write 5 lines of what you think about when you hear the terms "designer, builder, and inventor."
2. Turn and Talk
3. Create a KWL Chart on "Engineering" and have students write this chart in their interactive science notebook.
4. Preview the book **Cool Careers in Science: Engineering** to set the purpose for reading.
5. Read page 4 and 5 with the students.
6. Using the first profession on pages. 6 and 7, teacher will model fluency, questioning, and chunking information for close reading.
7. Teacher will model adding unknown words to student notebook and word wall, and listing interesting facts/questions/ on post its.
8. Using 4x6 index card, teacher will model the insertion of the following information: Scientist, name, job title, job description, and 3 interesting facts about the job.
9. Students will then select a profession to close read adding unknown words to notebook and the world wall, listing interesting facts/questions/on post its.
10. Using 4x6 index card student will complete following information: Scientist, name, job title, job description, and 3 interesting facts about the job.
11. Students will then "jigsaw", rotate groups to share information on their profession.
12. Return to the KWL Chart and add information to the "L" section.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- For students with reading difficulty: Partner readers with a higher reader to Partner Read.
- Instead of writing 3 interesting facts on notecard, they must write one.
- For GIEP students they can write 5 facts about each scientist.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Interactive notebooks
- Promethean board
- Cool Career in Science: Engineering books for each student
- Notecards
- pencils



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4

UNIT TITLE (Grades K-5 Only): Targeting Careers

LESSON TITLE: Cool Careers in Medical Sciences #5

DURATION: 4-5 lessons

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- I. Abilities and Aptitudes
 - J. Personal Interests
 - K. Non-Traditional Workplace Roles
 - L. Local Career Preparation Opportunities
 - M. Career Selection Influences
 - N. Preparation for Careers
 - O. Career Plan Components
 - P. Relationship between Education and Career

- 13.3 Career Retention and Advancement**
- E. Work Habits
 - F. Cooperation and Teamwork
 - G. Group Interaction
 - H. Budgeting
 - I. Time Management
 - J. Workplace Changes
 - K. Lifelong Learning

- 13.2 Career Acquisition (Getting a Job)**
- E. Interviewing Skills Resources
 - F. Career Acquisition Documents
 - G. Career Planning Portfolios
 - H. Career Acquisition Process

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The goal of this unit is for students to explore careers in medical sciences.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What are careers in the medical science field?

VOCABULARY

Tier 3 words & language specific to career and work

- medical
- prescription
- pharmaceutical
- laboratory
- organisms

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

BEFORE:

1. Please Do Now: What careers do you think would fit under medical sciences.
2. Turn and Talk and share ideas.
3. Brainstorm on chart paper.
4. Preview the book and read, "What Do You Want To Be?"

DURING:

Preview the book *Cool Careers in Medical Science* to set a purpose for reading. Ask students, "Why would it be valuable to have a physician as a member of an astronaut crew on a space mission?"

Use guided adolescent reading to look at the table of contents and read pg. 4 and 5 to share with students the focus for this unit on learning all about different careers in science. The teacher will model fluent reading while students follow along on page 8-9 about the first scientist. During reading, students will make notes on post-its (interesting facts, questions, and wonderings). Students will turn and talk about their notes. Ask students to share any unknown words for their notebook & word wall. Research unknown words and add definitions, illustrations, etc. to journal.

The teacher will lead a class discussion on what was learned about this career modeling how to take notes for a summary. Use a 4x 6 index card to model how students will complete the following information about each new scientist they learn about: scientist name, job title, job description, 3 interesting facts about that job. After we read the card, have students go back and reread to have students find information they would like to include on the job description card.

AFTER:

Students will choose a different scientist to read about and complete a 4 x 6 card. Return to the KWL chart to add notes to the L section. Have students add any questions for future research on the question page in their science notebook.

Jigsaw-students will rotate groups to share the information on their selected scientist. Student summary cards may be added to the "Cool Careers in Science" Bulletin Board.

Extension for Science Class: Class will complete the "Can U C Your Air?" activity on pg. 7 for further exploration of the Air Quality Chemist Career. Record in Journals their hypothesis & data collection.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- partner reading with students' various ability levels
- using different means to record information

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- www.sallyride.com
- Cool Careers in Medical Sciences books
- notecards
- Promethean Board, white board, chart paper
- paper
- pencils



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 4th Grade Career Activity #4 Earth Science Careers

UNIT TITLE (Grades K-5 Only): Targeting Careers

LESSON TITLE: Cool Careers: Earth Science

DURATION: (5) 40 minutes lessons

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

- The goal of this lesson is for student to be able to describe each presented Earth Science career, the coordinating vocabulary, and relate it to their own personal interests.
- The students will also be able to convey and connect the learned skills to the state standardized tests.

ESSENTIAL QUESTION

There is a definitive relationship between education and planning and career choice. How is what I'm learning in school helping me to get ready for my career?

- Relationship between educational achievement and career success.
- Match some personal interests and abilities to given career choices.

13.1.5.A

13.1.5.B

13.1.5.H

VOCABULARY

- Climate
- Ecology
- Geology
- Magma
- Pollutant

INSTRUCTIONAL PROCEDURES:

- Lesson opener, introduce goals. Talk with students about what kinds of career people can have related to earth science. Create poster to hang and review at end of book.
- Split students into groups with each group having a different Earth Science career topic.
- Have students read about their career topic and discuss within their group.
- Then have kids jigsaw (so each new group has ONE of each career topic in it) and share out information about their career topics.

DIFFERENTIATION METHODS:

Students who need differentiated lessons, can work as individuals and share with the teacher, or choose to create a poster for their career topic.

MATERIALS & RESOURCES:

- Cool Career Earth Science books
- Poster paper
- Art supplies
- Pencil



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Fifth Grade



5th Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 5th Grade/ Career Readiness

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: Compose a Letter to my Future Employer

DURATION: 1 Week

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

**13.1 Career Awareness and
Preparation**

- A. **Abilities and Aptitudes**
- B. **Personal Interests**
- C. Non-Traditional Workplace Roles
- D. Local Career Preparation Opportunities
- E. Career Selection Influences
- F. **Preparation for Careers**
- G. Career Plan Components
- H. Relationship between Education and Career

**13.2 Career Acquisition (Getting
a Job)**

- A. Interviewing Skills Resources
- B. **Career Acquisition Documents**
- C. Career Planning Portfolios
- D. Career Acquisition Process

**13.3 Career Retention and
Advancement:**

**Based on the career selection of the student, any or all of these may apply.*

- A. **Work Habits**
- B. **Cooperation and Teamwork**
- C. **Group Interaction**
- D. **Budgeting**
- E. **Time Management**
- F. **Workplace Changes**
- G. **Lifelong Learning**

13.4 Entrepreneurship

**Based on the career selection of the student, any or all of these may apply.*

- A. **Risks and Rewards**
- B. **Character Traits**
- C. **Business Plan**

OBJECTIVE:

The goal of the unit; a subsequent measure of the student's performance

The student will be able to compose a letter to his or her future employer.

ESSENTIAL QUESTION:

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Let's talk about "What truly matters?" from a career standpoint.

VOCABULARY:

Tier 3 words & language specific to career and work

Vocabulary will differ from student to student based on career selection. For example, if a student is going into education then vocabulary specific to that student would be words like inclusion, differentiation, and curriculum.

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Day One- Teacher will model an example of a letter to a future employer.
2. Day Two- Students will brainstorm and/or research their career selection in depth.
3. Day Three- Students will write a rough draft of their letter to their future employer.
4. Day Four- Students will peer edit their rough drafts.
5. Day Five- Students will create a final copy of their letter to their future employer.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELLL, IEP, GIEP

ELL- Supply students with a word bank

IEP- Supply students with a letter template to use

GIEP- Students can create a slideshow to accompany their letter of their career choice

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Research materials such as computers, career books, and magazines
- Paper and Pencil
- Computers for final copies



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth Grade – “Finding My Place in the World” – Interest Inventory

UNIT TITLE (Grades K-5 Only): Interest Inventory

LESSON TITLE: Career Awareness Interest Inventory

DURATION: 2 Class Periods

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The goal of the unit is to assess the student's interests in help students identify interests and make a connection to the world of work. Through identifying interests and careers, students can then begin to gain exposure about the many post-secondary options and plan for those options as they begin their journey through middle and high school

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Using the interest career survey, what are the top 3 career interests that best suit the student?

VOCABULARY

Tier 3 words & language specific to career and work

Habitat for Humanity	Urban Planning	EMT
Amateur	Grant	Mentor
"Minutes" of a meeting	CPR	CB / Hand Radio
Treasurer	Catering	Cosmetology
Spreadsheets	Concession	
Campaigning	Computer Operating System	

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. **Teacher will decide to use online survey <https://access.bridges.com/portal/student/landingPage.do> or paper/pencil Interest Survey.**
2. **Introduce career survey to students. Discuss importance of understanding likes/dislikes in relationship to career plans.**
3. **Give survey to students.**
4. **Teacher will discuss interest survey results and what jobs match the survey. If using online survey, students may then use the site to explore the different "neighborhoods" to learn about the different careers.**

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

ELL / IEP – students will use online survey. The online survey and results site is read aloud to the students as the survey is being taken.

GIEP – Students will further explore their three top interests using these sites.

<http://pacareerzone.com>

<http://khake.com>

<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

1. http://paws.bridges.com/paws2_detect_US.php

2. <http://pacareerzone.com>

<http://khake.com>

<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

3. Interest Survey (paper/pencil)

when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



need directions?

Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

1

- Taking care of pets in your neighborhood
- Transplanting small trees
- Planting and taking care of flowers & plants
- Working in a garden & creating landscapes
- Nursing sick animals back to health
- Brushing or grooming dogs, cats, and/or horses
- Hiking & watching wildlife
- Chopping wood & replanting trees
- Identifying environmental hazards & sick/dying plants

Total checks _____

2

- Repairing small appliances
- Painting houses or buildings
- Using tools to make household repairs
- Cutting and shaping wood to build structures
- Volunteering for Habitat for Humanity
- Drawing floor plans
- Building simple circuit boards
- Laying brick or cinder block
- Landscaping and planting flower gardens

Total checks _____

3

- Performing (music, drama, dance) for an audience
- Creating graphic designs on a computer
- Creating an original video or film
- Sketching or painting pictures
- Taking photographs
- Writing poems, stories or plays
- Making jewelry, sculpture, ceramics or stained glass
- Designing a newspaper layout (artwork)
- Being an announcer for an amateur radio station

Total checks _____

4

- Using a cash register
- Typing minutes of a school club meeting
- Filing or sorting mail or other papers
- Running your own business
- Developing Web pages and creating print layouts using desktop publishing
- Managing tasks for a group
- Preparing reports and analyzing data
- Typing documents for other people
- Volunteering to answer phones

Total checks _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

5

- Working as a kids' camp counselor or volunteer
- Tutoring young children
- Reading to elementary school students
- Giving instructions for/or directing a play
- Baby-sitting young children
- Organizing and shelving library books
- Peer counseling or mediation
- Helping at Special Olympics events
- Teaching young children in an after-school program

Total checks _____

6

- Planning a mock stock market game
- Investing money and studying investments
- Balancing a checkbook
- Opening a savings/checking account
- Being a treasurer for a school club
- Organizing a fund-raiser
- Collecting money for a school or community event
- Developing a budget
- Using spreadsheets and financial computer programs

Total checks _____

7

- Campaigning for a political candidate
- Making political speeches
- Volunteering as an urban planning committee member
- Running for class office
- Planning and preparing budgets
- Participating in a debate
- Volunteering as a legislative aide
- Learning and speaking a foreign language
- Researching and writing grants

Total checks _____

8

- Taking care of a sick relative
- Watching doctor/hospital shows on TV
- Learning first aid and CPR
- Volunteering at a retirement home
- Volunteering as a hospital aide
- Using a stethoscope to listen to someone's heart
- Identifying human body parts from a diagram
- Bandaging sports injuries with a trainer's help
- Assisting persons in wheelchairs with daily tasks

Total checks _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Working in a restaurant <input type="checkbox"/> Planning vacations and other events <input type="checkbox"/> Cooking, baking and serving meals <input type="checkbox"/> Participating in sports or recreational activities <input type="checkbox"/> Being a lifeguard <input type="checkbox"/> Catering an event <input type="checkbox"/> Working at a concession stand <input type="checkbox"/> Exercising and working out <input type="checkbox"/> Officiating a sporting event	<h1>9</h1>
Total checks _____	

<input type="checkbox"/> Making a family menu <input type="checkbox"/> Working with the elderly <input type="checkbox"/> Working at a shelter <input type="checkbox"/> Shopping, comparing prices & consumer goods <input type="checkbox"/> Listening & helping friends with problems <input type="checkbox"/> Participating in youth groups or community groups <input type="checkbox"/> Working as a dietetic aid <input type="checkbox"/> Volunteering at a retirement home <input type="checkbox"/> Volunteering to be a Big Brother/ Big Sister	<h1>10</h1>
Total checks _____	

<input type="checkbox"/> Developing software programs <input type="checkbox"/> Building computers <input type="checkbox"/> Playing video games <input type="checkbox"/> Surfing the Internet <input type="checkbox"/> Learning how to configure operating systems <input type="checkbox"/> Installing software <input type="checkbox"/> Learning how to assemble computer hardware <input type="checkbox"/> Playing with electronic gadgets <input type="checkbox"/> Designing video games	<h1>11</h1>
Total checks _____	

<input type="checkbox"/> Reading mystery novels <input type="checkbox"/> Listening to a police scanner <input type="checkbox"/> Watching mystery movies or courtroom dramas <input type="checkbox"/> Playing "Clue" or other mystery board games <input type="checkbox"/> Volunteering in a lawyer's office <input type="checkbox"/> Following court cases in the news <input type="checkbox"/> Participating in EMT training <input type="checkbox"/> Volunteering to search for missing pets or persons <input type="checkbox"/> Participating in search and/or rescue training	<h1>12</h1>
Total checks _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Welding or working with metals <input type="checkbox"/> Repairing and upholstering furniture <input type="checkbox"/> Creating wood carvings <input type="checkbox"/> Taking machine shop classes <input type="checkbox"/> Making belts or other leather goods <input type="checkbox"/> Operating a printing press <input type="checkbox"/> Installing and repairing home electronics <input type="checkbox"/> Sewing, weaving, knitting or other needlework <input type="checkbox"/> Building cabinets, shelves and other simple woodworking	<h1>13</h1>
Total checks _____	

<input type="checkbox"/> Cutting & styling hair <input type="checkbox"/> Selling products for a school fund-raiser <input type="checkbox"/> Taking tours of new houses for sale <input type="checkbox"/> Designing or modeling clothes <input type="checkbox"/> Giving people advice on products they should buy <input type="checkbox"/> Decorating your house and rearranging your furniture <input type="checkbox"/> Planning and having a yard sale <input type="checkbox"/> Arranging and selling flowers <input type="checkbox"/> Fixing watches and clocks	<h1>14</h1>
Total checks _____	

<input type="checkbox"/> Visiting science museums <input type="checkbox"/> Designing experiments <input type="checkbox"/> Exploring caves and collecting rocks <input type="checkbox"/> Watching the weather and tracking storms <input type="checkbox"/> Using a computer to solve math problems and equations <input type="checkbox"/> Identifying plants, animals and/or marine life <input type="checkbox"/> Developing solutions to environmental problems <input type="checkbox"/> Building model aircraft/boats/trains <input type="checkbox"/> Learning about different cultures	<h1>15</h1>
Total checks _____	

<input type="checkbox"/> Flying airplanes <input type="checkbox"/> Repairing vehicles, bikes and engines <input type="checkbox"/> Working in a warehouse or taking inventory <input type="checkbox"/> Operating motorized machines or equipment <input type="checkbox"/> Visiting space camps <input type="checkbox"/> Building and repairing boats <input type="checkbox"/> Operating a CB or ham radio <input type="checkbox"/> Reading mechanical and automotive magazines/blogs <input type="checkbox"/> Having a paper route	<h1>16</h1>
Total checks _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

TOTALS

Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.

1. Agriculture, Food & Natural Resources _____	2. Architecture & Construction _____	3. Arts, Audio/Visual Technology & Communications _____	4. Business Management & Administration _____
5. Education & Training _____	6. Finance _____	7. Government & Public Administration _____	8. Health Science _____
9. Hospitality & Tourism _____	10. Human Services _____	11. Information Technology _____	12. Law, Public Safety, Corrections & Security _____
13. Manufacturing _____	14. Marketing _____	15. Science, Technology, Engineering & Math _____	16. Transportation, Distribution & Logistics _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

My top three Interest Areas:

1. 1 2. 2 3. 3

As you can see, the interest survey is divided into 16 groups. Each group is a career cluster. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

Student Name _____
 Grade _____
 School _____
 School Year _____

[https://www.onetonline.org/find/career?
c=1](https://www.onetonline.org/find/career?c=1)

what kinds of jobs are in agriculture,
food, and natural resources

4 jobs
in each
category
that you
might be
interested
in

Student Name _____
Grade _____
School _____
School Year _____

Career Readiness Chart

Title of Job: _____

Summary: _____

Tasks:

1. _____

2. _____

3. _____

4. _____

5. _____

Knowledge:

1. _____

2. _____

3. _____

4. _____

5. _____

Skills:

1. _____

2. _____

3. _____

4. _____

5. _____

Salary:



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 5th Grade

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: Resume Writing

DURATION: about 2 hours/ 3 class periods

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	A. 13.3 Career Retention and Advancement B. Work Habits C. Cooperation and Teamwork D. Group Interaction E. Budgeting F. Time Management G. Workplace Changes H. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE
 Students will identify connections between their traits and specific interests to be able to write a resume.

ESSENTIAL QUESTION

What is your intended job you would like to pursue?

What are some of your interests?

What are some of your responsibilities?

What have you done that makes you feel good about yourself?

Have you won an award?

Made something special?

Reached a goal?

Jobs you had?

VOCABULARY

Resume- a brief account of a person's education, qualifications, and previous experience, typically sent with a job application.

Interests- something that you enjoy doing in your free time

References- a letter from a previous employer testifying to someone's ability or reliability, used when applying for a new job.

INSTRUCTIONAL PROCEDURES:

- Teacher will have a discussion with the students from results interest inventory
- Teacher will stress the importance of Resumes
- Teacher will distribute and review Resume template (rough draft) with the students
- Students will produce a rough draft
- Students will pair up, exchange rough drafts, and edit resumes
- Teacher will make revisions if needed
- Students will get revised rough drafts and create a finished product

DIFFERENTIATION METHODS:

- Teacher will monitor and give any assistance if needed while students are writing their rough draft
- For GIEP enhancement, they could create a cover letter

MATERIALS & RESOURCES:

- Resume template (rough draft)
- Resume template (final copy)
- Pencil
- Results of Interest Inventory

My First Resume

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Intended job: _____

My interests include: (Example: team sports; playing individual sports; playing an instrument; reading and writing; drawing; art; set up garage sales and lemonade stands)

My responsibilities include: (Example: help watch younger siblings or baby-sit for others; volunteer work through church, scouts, helping elderly neighbors, doing well in school while having other outside activities and interests)

- 1.
- 2.
- 3.
- 4.
- 5.

Special Achievements: (Think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? Examples: Student of the Month; Reflections; Honor Roll; ROAR winner; Star athlete)

Jobs you had: (Example: mowing a neighbor's lawn; babysitting; or volunteering to work at a fair)

Job Title: _____

Name of person or organization: _____

Phone number of person or organization: _____

Month and year you worked: _____

Student Name _____

Grade _____

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School _____

School Year _____

Another job you had:

Job Title: _____

Name of person or organization: _____

Phone number of person or organization: _____

Month and year you worked: _____

Your School: (Where do you currently go to school)

School Name: _____ **City:** _____ **State:** _____

Grade: _____

References: (Someone who would give feedback on your positive characteristics- 3 if possible)



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth Grade/Social Studies

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: What I Want to be When I Grow Up

DURATION: 30 min. per class

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. Abilities and Aptitudes B. Personal Interests C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) A. Interviewing Skills Resources B. Career Acquisition Documents C. Career Planning Portfolios D. Career Acquisition Process
	13.3 Career Retention and Advancement A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance:

To decide on a career, research that career, complete a final project (Prezi, Book, Collage), and Make a presentation to the class

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:

What do I want to be when I grow up?

VOCABULARY

Tier 3 words & language specific to career and work

- career
- Prezi
- Collage
- Words from list of possible career choices

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- Please Do Now "The Future" w/s and share out in class
- Discussion from "How do I get there?" and "Career Clusters" worksheet
- Teacher shows examples and explains- Prezi, Book, Collage
- Students decide on a career choice and research it on ipad/computer lab
- Students will complete the career format w/s
- Students will make a rough draft
- Teacher will revise/edit rough draft and students will make changes
- Students will make final copy
- Students will make a presentation to the class

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- GIEP will use less pictures and more writing in project
- IEP/ELL will use more pictures and less writing
- IEP/ELL will use large-spaced lined paper for book (if chooses)
- IEP/ELL will have more formatted (sentence starters)

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- please do now "The Future" w/s
- w/s – "How do I get there?" and "Career Clusters"
- IPads/computers
- Link www.prezi.com or PowerPoint
- self-made books (paper with or without lines/stapler)
- Promethean board
- magazines for collage
- scissors, crayons, markers, rulers, glue
- list of possible career choices
- research career format w/s

Career Research Format Paper

Interests:

Choices:

Education:

Work days/hours:

Salary:

What to Expect:

Student Name _____

Grade _____

School _____

School Year _____

Possible Career Choices

Teacher
Principal
Security guard
Bus driver
Doctor
Pediatrician
Dentist
Eye Doctor
Engineer
Computer Engineer
Lawyer
Speech Therapist
Occupational Therapist
Physical Therapist
Business Manager
Real Estate Agent
Accountant
Farmer
Waitress
Construction Worker
Plumber
Welder
Police Officer
Fireman
Emergency Medical Technician
Inventor
Hair Stylist
Chef
Mechanic
Photographer
Videographer
Television Production

****Other Careers Approved by Teacher**



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth grade/Career Readiness

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: “Elementary Career Awareness Through Nonfiction Texts”

DURATION: Approx. 60 minutes

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

- 13.1 Career Awareness and Preparation**
- A. Abilities and Aptitudes
 - B. Personal Interests
 - C. Non-Traditional Workplace Roles
 - D. Local Career Preparation Opportunities
 - E. Career Selection Influences
 - F. Preparation for Careers
 - G. Career Plan Components
 - H. Relationship between Education and Career

- 13.3 Career Retention and Advancement**
- A. Work Habits
 - B. Cooperation and Teamwork
 - C. Group Interaction
 - D. Budgeting
 - E. Time Management
 - F. Workplace Changes
 - G. Lifelong Learning

13.2 Career Acquisition (Getting a Job)

- A. Interviewing Skills Resources
- B. Career Acquisition Documents
- C. Career Planning Portfolios
- D. Career Acquisition Process

- 13.4 Entrepreneurship**
- A. Risks and Rewards
 - B. Character Traits
 - C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

-In this lesson, students will work in groups (jigsaw method) to read a variety of nonfiction texts focusing on nontraditional career opportunities.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

-How can I prepare myself to follow my career choice?

This is a time to think about what you want to be when you grow up. You don't necessarily need to know for sure, but if you don't start exploring and planning now, you make take the long road to finding what you really want. It's time to ask yourself some questions. What types of preparation must you complete to achieve your goals? What personal goals must you set for yourself? What educational requirements must you meet, and how long will it take you to meet them? What resources will you need? What are the daily demands of your career choice? What possible obstacles can you foresee? All of these are questions one must consider in order to successfully reach a career goal, and they are all questions that will be explored and reflected upon in your final product for this project.

VOCABULARY

Tier 3 words & language specific to career and work

-Entrepreneur

Person who organizes and operates a business or businesses

-Professionalism

The skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well

-Goal

A career objective; what you plan to achieve

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson:

-Break students into groups

-Each group will choose a nonfiction text to read (there are a total of 8 passage choices)

-Close read the passage and reflect back to essential questions

-Create a visual representation (poster/web/etc.) that explains career

-Groups will do a gallery walk of the posters

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

-Oral reading of passage through ReadWorks website

-Extension: Think of a related/additional nontraditional job to research

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

-ReadWorks passages (8 nonfiction career texts)

Link to ReadWorks passages...

<https://www.readworks.org/article/Interesting-Jobs-and-Careers/32d19361-93cd-474d-a4b9-1096e84dc36b#!articleTab:content/contentSection:b09416cd-804c-4614-bca0-df28e3381a75/>

-Posters

-Computers with headphones

Tornado Scientists

By ReadWorks



Tornadoes form when strong winds spin. Wind is invisible, but we can see tornadoes because the spinning wind picks up water, dust, and debris. The spinning wind forms a funnel that connects thunderstorm clouds with the ground.

When a tornado is close, watch out. They can spin over 200 miles per hour and cause a lot of damage. As they move across the land, they can easily pick up cars, trucks, and even houses, and then throw them very far. It is important to find a safe place to take shelter if a tornado gets close.

A safe place could be a basement or the lowest floor, depending on where you are. If you are in a home without a basement, try to find a first-floor closet or bathroom without windows in the middle of your house. You should curl up into a ball and cover your head and neck with your hands. Stay in a safe place until the tornado passes.

But there are some people who actually want to get close to tornadoes. They are scientists who want to learn more about tornadoes. One of the best ways to do this is to get as close as possible to these twisters. They use special equipment and instruments to measure what is happening in and around a tornado.

One special instrument these scientists use is called a tornado probe. It is about six inches tall and looks like a short, orange construction cone. Inside the tornado probe, there are sensors to measure wind speed, temperature, pressure, and direction. Some probes even have cameras, so the scientists can see and understand what it's like to be in a tornado.

To be able to get these measurements, the scientists have to get a tornado probe near or into a tornado. Scientists will try to guess where a tornado will go next. Then they drive to that location and put down the probe. If they do not guess correctly, they pick up their probe and try another spot. If they are right, the tornado will go near or even right over the probe. Then they take all of the measurements from the probe and use them to predict where future tornadoes may form and travel.

Tornadoes are extremely dangerous, and the scientists who study them up-close are bold and brave. Their work is very important and has saved lives by giving people some warning to get out of the way of a destructive tornado.

Tuning a Piano

By ReadWorks



Strange noises come from the apartment above an unused barn at Caramoor, a music venue and garden facility one hour north of New York City. Inside the apartment, Russell Gordon stands over a Steinway piano. He's hitting keys methodically, listening, and making adjustments. No one, however, would call what he's doing playing the piano. Not exactly; he isn't making music. He's making sure other people can.

Gordon is a piano tuner. He started tuning pianos over 40 years ago. He worked as a biochemist for years before he realized his father's job as a piano tuner wasn't a bad gig. "I realized that it wasn't so bad. The Mark Twain line is 'The older I got, the more my father knew.' So I came back and apprenticed with him."

Gordon opened his own piano tuning business in Washington, D.C. His father used to tune the pianos at Caramoor. Gordon came back to the New York area when his father retired. Gordon's been tuning the pianos at Caramoor for more than 25 years.

Standing over the piano, Gordon has a view into its inner workings. The outer black part of the piano is called the case. Inside, the strings run through a harp, or plate. Near the playing end of the piano, the strings are threaded around tuning pins. The pins are nailed into the pin board, a part of the piano that is not visible. Underneath the strings is a sounding board.

The action of striking a key causes a hammer to hit the appropriate strings. “There is no such thing as a perfect piano,” Gordon says, as he laughs. Tuning the piano, explains Gordon, is a process of trying to “equalize all the errors so the piano sounds good.” Some of the pianos at Caramoor are left outdoors where there are no humidity controls. Gordon says those pianos are harder to tune. “It’s a challenge, to say the least,” he says.

“Before the advent of iPods, this was all done by ear. The piano tuner would use a tuning fork to set your ‘A’,” explains Gordon. “Nowadays we have computers.” Gordon uses a program created by a company called Reyburn CyberTuner. Explains Gordon, “It measures the piano, and then you can set it up to determine how you want the piano tuned. It doesn’t get tired, and it has memory.”

The technology doesn’t turn just anyone into a technician. Only trained tuners can use it. But it is a time-saver. That’s helpful when it comes to concerts at Caramoor. Sometimes Gordon gets only a half an hour to tune the piano between rehearsal and the performance. “I don’t have time to sit down and start tuning the piano. But what I can do is go to the memory, and if something’s changed I can put it back to where it was.”

To tune the piano, Gordon uses a wrench called a tuning hammer. Gordon’s tuning hammer is carbon fiber, custom-made by a company called Fujan. Gordon lifts and places the hammer 250 times in one tuning, so the weight makes a difference. The carbon fiber design also reduces flex. This gives Gordon more control over the tuning.

Piano tuning is part art and part science. You’re trying to get the arrangement of fourths, fifths, sixths, thirds—all musical intervals—so that when you play them, they waver at the right speeds. Gordon listens to intervals when he’s tuning. Turning the pin adjusts the tension on the string, which, in turn, adjusts the pitch. “The real skill is in making it stay there,” says Gordon. There’s a lot of tension and friction in the strings and their surroundings. “The challenge is to leave the tuning pin in a position so that when someone hits the piano really hard, they’re not gonna knock it out of tune.” Gordon says the goal is to keep the piano stable and give the musician control over the instrument.

At the same time, Gordon says he never knows quite what he’s doing when he pulls the tuning hammer. Much of the work is done by feel. “It’s automatic and based on the feedback I get from the piano, the note, the ear,” he says. He attaches the hammer to the top of the tuning pin, sounds the

note, listens and makes an adjustment with the hammer. He makes short, swift adjustments and always tests the note repeatedly. He places foam mutes inside the piano to isolate individual strings.

Watching him at work, one would think Gordon is an expert pianist. But he doesn't play! "Everybody assumes I do, but I was the stubborn kid who didn't want to practice. My mother said, 'You'll be sorry.' She was right!"

The Mermaid of Kona, Hawaii

By ReadWorks



While many people dream of mermaids—mythological aquatic creatures, with the body of a human and tail of a fish—few people actually try to become one. How can someone become a mermaid if they don't exist? Just ask Dana Richardson, who is a professional mermaid in Hawaii!

“As a child, I always felt very connected to the ocean and played mermaids in the water,” says Dana. “My love of the ocean took me to different types of work as a lifeguard, swim instructor, boat crew member, underwater photographer, snorkel instructor and safety swimmer, boat captain, surfer, and marine mammal naturalist. I just decided to take it to the next level and grow a tail!”

Dana doesn't mean literally. In 2008 she began making mermaid tails from sequins, fringe, and shiny fabric that she wears while free-diving in the waters around Kona, Hawaii. Free-diving means diving without any protective equipment. It requires you to hold your breath while swimming deep underwater. As she dives in, Dana not only looks like a mermaid; she experiences what it is like to swim like one too.

“Free-diving is all self-discipline and mind-over-matter,” she says. “Breath is a big part of free-diving, relaxing the body and lungs in order for the body to stay oxygenated longer. That ultimately takes practice, discipline, and patience.”

The waters around Dana's home in Kona are filled with wildlife, including dolphins and whales. Kona is by a sheltered sea where the waters are calm for swimming. Dana has been swimming with the creatures of Kona since the early 2000s. Some of them have even learned to recognize her.

“When I’m swimming in the ocean I never touch or feed any of the sea life, and match whatever mood they are in out of respect. I let them come to me. I’ve had some amazing dolphin swims, and it’s very cool since I know a lot of them. Many times they have rubbed against me. One time in particular, a dolphin and I were swimming, and he stopped next to me and came so close, he put his dorsal fin under my arm and glided with me down about 40 feet.”

Dana knows how to swim with sea life because she is a trained marine naturalist. She understands the behavior of sea life and knows how to safely interact with it. Every morning when she swims with sea life she gets to experience her other “home.”

“The ocean beneath the depths really is another world. The waves, plankton, coral, fish, turtles, rays, dolphins, whales, and sharks are all co-related and need each other to survive. Watching how the world works so gracefully in that circle of life underwater is a beautiful thing.”

Dana uses her platform as a mermaid to teach people to protect the ocean. Mermaids have appeared in folklore (which means traditional stories) from all parts of the world. In folklore they can be associated with goodwill and love, or with danger and shipwrecks. The most famous mermaid story may be Hans Christian Anderson’s *The Little Mermaid*, which was adapted into a Disney cartoon in 1989. While mermaid sightings have been reported for centuries, the United States National Ocean Service stated in 2012 that no evidence of mermaids has ever been found. Some believe that the sightings have actually been of manatees, a marine mammal. Manatees are common in the Caribbean and are likely the creature Christopher Columbus reported as a mermaid.

For Dana Richardson being a mermaid just makes sense. “I’ve always felt more comfortable underwater than on land,” she says. “As a child I felt a strong draw to the ocean, and dreamed of communicating with whales and dolphins. As a mermaid, I now get to share the undersea magic!”

Would you like to follow your dream, even if it seems outlandish? Dana reminds everyone, “One person can truly make a difference. By following your heart and offering the world your unique gifts, you will inspire others to do so. The world needs you!”

Elizabeth Blackwell

By Noah Remnick



In the early 1800s, there were no women doctors in America. But there was a young woman with the dream of going to medical school and becoming one. Elizabeth Blackwell was born in 1821 in Bristol, England. At the time, not all children went to school. Children from poor families were often forced to work. Most families that could afford schooling generally educated their boys and girls separately. The girls learned to read and write, but quickly focused on embroidery, music and art, and some French. The boys were taught mathematics, Latin, and science, subjects generally considered too difficult and intellectual for girls.

But the Blackwell household was different. Samuel Blackwell owned a sugar refinery. He was a deeply religious man and believed that all people were created equally, no matter their color, wealth, or gender. He fought to abolish slavery and to establish fair conditions and wages for poor workers. And his nine sons and daughters received equally rigorous educations, studying side by side. People criticized the Blackwells for wasting such knowledge on girls, who would likely marry young, raise families of their own, and never have jobs. But Mr. Blackwell was proud of all his children.

When Elizabeth was 11 years old, her father announced that he was moving the family across the sea to America. He had grown weary of the religious and political intolerance in England. He wanted a new start and a bold adventure for himself, his wife, and his children. So the Blackwells packed up their house, bade farewell to friends, family, and colleagues, and set sail for New York City.

There, the family continued to be involved in trying to abolish slavery and to promote equal rights for all. The family eventually moved to Cincinnati, Ohio. Soon after, tragedy struck. Elizabeth's

father very suddenly died from an illness, leaving behind a widow, nine children, and bills to pay. To make money, the Blackwell sisters turned to the thorough education their parents provided, and they began teaching.

Before teaching, Elizabeth thought about becoming a doctor, but she resisted the idea. She had always been uncomfortable, even queasy, when studying biology and the human body. Then one day a dying female friend made a suggestion that would change Elizabeth's life and open doors for generations of women to come. The woman said that she so wished her doctor had been a woman, who might have understood her illness better and been more compassionate. After Elizabeth listened to her friend's wish, Elizabeth was determined to become a doctor. But people discouraged her. They told her women could not endure the rigors of medical school or doctoring.

Elizabeth stayed determined. She took teaching positions in small towns, seeking out doctors who gave her medical lessons in her spare time. Elizabeth applied to several medical colleges, but they all rejected her. She applied to more medical schools, and then she was finally admitted to one.

Elizabeth was accepted to study medicine at Geneva Medical College in New York (it is now part of the Upstate Medical University). In the beginning, it was a difficult experience for Elizabeth. Many students, teachers, and townspeople opposed her. Elizabeth was not willing to let the opposition affect her studies. Eventually, most of the people supported her. Professors even reported that the general student behavior and attentiveness improved.

On January 23, 1849, Elizabeth Blackwell achieved her dream, when she became the first woman in America to graduate from medical school and become a doctor. She also ranked first in her class. When the dean handed Elizabeth her diploma, he turned to her and bowed in recognition of her groundbreaking achievement.

Moosewood Restaurant

By Samantha Gross



Many restaurants open and then close very quickly. But Moosewood Restaurant in Ithaca, N.Y. has been around for more than 40 years.

Many restaurants are owned by one person. That person pays the chefs and waiters and other staff to come work for him or her. But Moosewood is different. At Moosewood, many of the people who work and have worked there own the restaurant together. They are members of the Moosewood Collective.

Andi Gladstone has been part of the collective since soon after it started. She says the workers started the collective because they wanted to share the responsibility for the business and also share the money it made.

“They didn’t want to have a boss and workers under the boss,” she says. “They wanted everybody to be in it together.”

Moosewood Restaurant serves vegetarian food, except fish on occasion. Food is vegetarian when it doesn’t have any meat or fish in it.

“We loved animals, and we thought it was healthier for us and for the planet to eat vegetarian,” Ms. Gladstone says.

There are different dishes on the menu every day. Mushrooms go into a quiche — an egg and vegetable dish baked in a pie crust. Zucchini is stuffed with rice and nuts to make zucchini boats. Spinach is layered with pastry and cheese to make a dish called spanakopita.

All the members of the collective work together to make the restaurant run smoothly. One person works as the menu planner. That person decides which dishes go on the menu and orders the ingredients from local farms and other sellers.

Someone else works as the prep cook. That person chops vegetables and prepares all the ingredients for each dish. Another person is the chef. The chef puts all the ingredients together to cook the food.

Other members of the collective work as waiters. Each waiter takes customers' orders and tells the chef what the customers want.

Bussers take away the dishes when diners are finished eating. They clean the tables and get them ready for the next customers.

The dishwasher washes all the pots and pans, and cleans the kitchen. The dishwasher is always the last person to leave the restaurant at night.

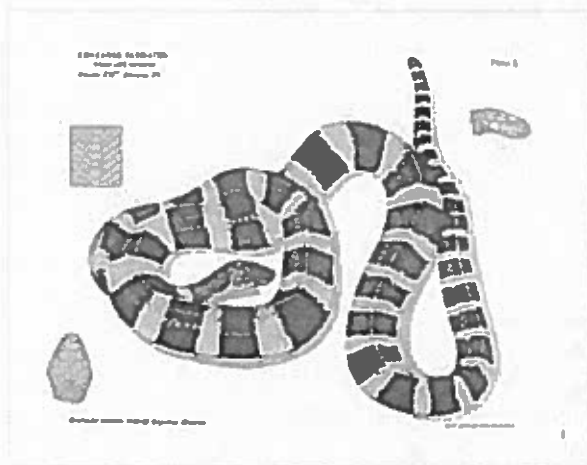
Running the restaurant is a lot of work. When it is her turn to cook, Ms. Gladstone has to get all of the food ready in time for opening. But she has to be careful she doesn't finish too early, or else some of the dishes would get mushy.

At the end of a day of waiting tables, Ms. Gladstone's feet hurt from climbing up and down the stairs carrying dishes of food. She has to do a lot of running back and forth to make sure the customers don't wait too long for their meals. But Ms. Gladstone enjoys her job. It is satisfying to see people enjoying delicious, healthy food that she helped prepare.

People like the restaurant so much that one of the collective members published a cookbook. At first, the cookbook was just a handwritten binder of recipes. But it became so popular the collective had to print thousands of copies. All across the United States, people bought the cookbook and began making some vegetarian dishes at home.

Portrait of an Animal Rescue Expert

By ReadWorks



Justin Matthews has always loved animals. As a boy, he collected turtles and lizards from the pond behind his house in Bradenton, Florida. He terrified his younger sister by slipping the reptiles into her bed at night. By the time he was 12, his bedroom looked like an exhibit at the zoo. Matthews's love of animals has lasted into his adulthood.

"At my house, we've got an iguana, a 10-foot alligator, three constrictor snakes, a hybrid wolf, a giant tortoise, a possum," Matthews says. "Every time someone comes by the house, they say it's like a visit to the Florida Zoo!"

Matthews makes his living as a wildlife rescue expert. Each day he takes between 10 and 20 phone calls from people experiencing some kind of trouble with animals. Sometimes a squirrel has gotten loose in someone's living room. Other times an alligator is sunning itself on someone's front lawn, preventing kids from going out to play. On rare occasions, a caller reports an animal attack. In such cases Matthews suggests the caller call 911. Then he jumps in his truck to see if he can help.

Fortunately, animal attacks are rare. Matthews spends most of his time educating the public about animal behavior. He believes that if people understood animals better, they would not be so afraid of them.

"When I was young, I tried to get to know every type of animal I could," he says. "People are scared

of animals like snakes and sharks and alligators because they don't understand them. And they don't understand them because they haven't spent any time with them. But when you get to know a python, for example, you start to realize they are actually very nice creatures. People keep them as pets for a reason. They can be fun to have around!"

That may seem like a stretch. But what Matthews says is backed up by science. Burmese pythons are in fact quite calm creatures. Unless you attack *them*, they will remain peaceful. The problem is that Burmese pythons can grow to lengths of 20 or even 25 feet. Keeping a 20-foot snake in your house is not the easiest thing to do.

"Those snakes can get awfully long," says Matthews. "And what happens is, after a while, the family can't care for a snake that big. Instead of selling them, they release them into the wild. All of a sudden, you've got 20-foot snakes slithering through people's backyards!"

Matthews says that at least 10 percent of his rescue calls come from people who see snakes on their properties. When he gets snake calls, he brings a cooler to put them in. Then he drives them to the local Florida Fish and Wildlife office.

Matthews does not only deal with snakes. People call with all sorts of stories. Once, someone called to say there were three wolves running through the local state park. He knew that wolves were not allowed to be in the park, so he drove out to see what he could do. Within an hour, he had captured all three of the wolves in his van. He relocated them to a large cage in his backyard. One of the wolves, Nakia, still lives with him and his wife.

I asked how he managed to tame these wild wolves.

"Simple," he says. "I threw some chicken into the back of my van, and drove through the park until all three wolves jumped in. I figured they would be hungry. When I got back home, I put them into a cage and lay down beside them for a few hours. After a while they realized I was not their enemy. They started acting nicely toward me. We've been friends ever since."

Matthews is something of a local celebrity in Bradenton. People know him as "the wildlife guy." Some people call him "alligator man." His popularity got a boost when he competed in the Python Challenge 2013. The Everglades, a large state park in Florida, is full of Burmese pythons. So Matthews and others agreed to help park employees catch them. As a competitor, he appeared on national news shows with his best friend, Roy, who helped him search. They didn't catch any. But

they did tell officials where the snakes were *not* hiding out.

“It was a thrill,” Matthews says of the contest. “I was happy to help the Florida Fish and Wildlife folks search for those snakes. They’re a real problem for the state of Florida. People want to be able to enjoy the natural beauty of the Everglades, with its grasses and lagoons. But how can they relax when they know the place is full of big, scary-looking snakes?”

Due to Matthews’s high profile during the contest, television stations expressed interest in giving him his own show.

“TV show or not, I’m happy doing what I’m doing,” he says. “For me, it’s all about the animals.”

Teaching English in Thailand

By ReadWorks



Michelle Gadot had never been to Thailand before. She didn't speak the language, and she didn't have family members who lived there; in fact, she didn't know anyone who lived there at all. But in 2007, Michelle found herself teaching English to children in one of the busiest cities in the world: Bangkok.

Michelle was twenty-two years old when she went to Thailand. (In fact, she had her twenty-third birthday the day after she arrived in the country.) After she graduated from Ithaca College in 2006, she worked as a server for a year. "I didn't know what I wanted to do for a career," she said. "But I've always wanted to travel and live abroad. When I heard about the programs available for young people to move overseas and teach in different countries, I thought, 'That's perfect for me!'"

She moved back into her parents' home in New Jersey to save money for her trip. She worked at a café and saved as much as she could, knowing that she wanted to travel as often as possible while she was in Asia. When finally she found a placement teaching English to high school students in Bangkok, she booked a plane ticket to Thailand for October of that year.

Bangkok is the capital of Thailand, a small country in Southeast Asia known for its food, beaches, and culture. The city sits on the Chao Phraya River, and is home to more than eight million people. It is one of the most modern cities in the region.

Thailand is a popular destination for people who want to teach English. Other countries in Asia, such as China, Japan, and South Korea are similarly popular. Young people from English-speaking countries, including the United States, Canada, Australia, and New Zealand, flock to these areas to live and teach abroad. Usually, hiring packages for new teachers include airfare to and from their home countries, training, housing, and salary. Teachers are expected to work full-time.

Michelle signed a contract to teach for four months in Thailand. She was very excited to meet new people and experience a different culture. She had traveled a little bit with her family before moving to Thailand, but she had never lived outside the United States for a substantial amount of time.

The first thing that surprised Michelle about Bangkok was the rain. It was monsoon season when she arrived, so for hours, the sky poured water onto anyone unlucky enough to be caught without an umbrella.

She liked that the streets seemed to come alive every morning. "There were people setting up makeshift restaurants on the corners. And the food," she gushed, "was amazing. I still dream about the papaya salad."

At work, Michelle noticed that Thai schools were very different from American schools. "I was surprised by some things," she explained. "Some things were very different than when I was in school."

She went on to explain that in Thailand, the students were greeted every morning by their principal. They also practiced Buddhism in school and prayed every day.

Students went to school from 8 a.m. to 3 p.m., and they were very excited to learn English. Michelle played games with them and read them stories to help them practice the language.

But it wasn't all work for Michelle. "I really tried to travel as often as I could. I took weekend trips to nearby beaches, and visited temples and museums as much as possible. And I went to Laos and Cambodia too."

Michelle found it easy to travel in Thailand. “It’s a great place to travel if you’re a tourist. Everything is set up to make things easier for you—buses, boats, planes.”

Although Michelle loved her time in Thailand, she began to miss her family. “It was hard being so far from home. And the time difference is about twelve hours. It was difficult to catch my friends and family on the phone at times that were convenient for both of us.”

After completing her contract, she taught in Thailand for two more months at a summer camp and then found a short-term teaching job in South Korea. Then, it was time to go home. “It was a life-changing experience. I’d recommend it to anyone.”

How Dorothea Lange and John Steinbeck Captured California in the 1930s

By ReadWorks



By the time California became an American state in 1850, it was already an important place for farming. Miners, ranchers, and farmers had been settling there for decades due to the state's many types of geography. California had a population of about 90,000 in 1850, and this grew to over 5 million by 1930. By the 20th century, California produced a lot of the nation's fruits, vegetables, and other crops.

When severe drought hit the Great Plains in the 1930s, many sought refuge in California. Migrant laborers arrived in the United States with no work, and their families often went hungry. This disastrous time was captured by newspaper reporters, but it also lives on in history through novels and photographs. Two Californians in particular were exceptional at recording this hard period.

John Steinbeck was born in Salinas, California, in 1902. He attended Stanford University, also in California, though he did not graduate. Eventually he moved to New York to become a writer, but he did not manage to get a career off the ground. He returned to his home state, where he started to

write fiction about California and its people. Many of Steinbeck's most famous novels and short stories were written in the 1930s during America's Great Depression. Even though they are fictional, his subjects often show what was happening in history at the time. His book *Tortilla Flat* focused on people living in the countryside in Monterey, California.

Tortilla Flat is a funny story about a group of friends mostly enjoying themselves, but Steinbeck's later books dealt with more serious issues. In *Dubious Battle*, which the writer published in 1936, looks at migrant laborers who picked fruit in California's orchards. The workers were striking for better working conditions. Steinbeck also used his work to show the life and hardships faced by California's migrant ranch workers. *Of Mice and Men* is his story of two such workers, Lennie and George, who make their way from one town to another in California looking for work. Their dream is to own their own land one day, but many obstacles make this difficult to achieve.

Finally, Steinbeck's most famous novel about Californians is *The Grapes of Wrath*, published in 1939. Like some of Steinbeck's other stories, the book shows people facing poverty and hardship during the Great Depression. In the novel, a family of tenant farmers, the Joads, moves from Oklahoma to California after a drought leaves them too poor to farm. They are forced to become migrant laborers in order to survive.

Steinbeck's novels showed fictional versions of the very real problems people in California faced during the 1930s. In contrast, the photographs of Dorothea Lange offer real-life examples of hardship. Lange was born in New Jersey in 1895. As a young adult, she settled in San Francisco, California. She had decided in high school to become a photographer, and at first, she ran her own studio, where she took people's portraits.

During the 1920s, Lange traveled with her first husband, Maynard Dixon, around the southwestern United States. She began to take pictures of people and places in what is called "documentary style photography," because of the way it documents people's lives. In the 1930s, during the Great Depression, she began to take many more photos of the poor in order to illustrate the many problems they faced. She started with what she saw right in San Francisco and took pictures of striking laborers and people waiting on bread lines.

In 1934, Lange started working for the California State Emergency Relief Administration. The next year, she began to work as a photographer for the Resettlement Administration. Lange worked with her second husband, Paul Taylor, who wrote reports on migrant farm workers while Lange

took the photos.

In 1936, Lange took what became her most famous picture. “Migrant Mother” shows a woman staring away from the camera. She is surrounded by some of her children. Two of them are hiding their faces. Everyone is hungry. The family is stuck in a pea-pickers’ camp in California. They sold the tires on their car in order to buy food. Conditions at the migrant workers’ camps were terrible. After Lange put the photo in a newspaper in San Francisco, the government stepped in to make sure no one at the camp starved. Without Lange and her work, conditions there could have been very different.

While we have history books to remind us of what took place in California and across the country during the Great Depression, photos and fiction can serve this purpose, too. Steinbeck’s novels and Lange’s photographs, showing specific people and events from that time period, have made a lasting impression on how we view the events of 1930s California.



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth grade/Career Readiness

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: Shark Tank

DURATION: On-going (Approx. Five 40 minute sessions)

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

**13.1 Career Awareness and
Preparation**
 A. Abilities and Aptitudes
B. Personal Interests
 C. Non-Traditional Workplace
 Roles
 D. Local Career Preparation
 Opportunities
 E. Career Selection Influences
 F. Preparation for Careers
G. Career Plan Components
 H. Relationship between Education
 and Career

**13.2 Career Acquisition (Getting
a Job)**
 A. Interviewing Skills
 Resources
 B. Career Acquisition
 Documents
 C. Career Planning
 Portfolios
 D. Career Acquisition
 Process

**13.3 Career Retention and
Advancement**
 A. Work Habits
B. Cooperation and Teamwork
C. Group Interaction
 D. Budgeting
 E. Time Management
 F. Workplace Changes
 G. Lifelong Learning

13.4 Entrepreneurship
A. Risks and Rewards
B. Character Traits
C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

-Students will work in pairs to create a product and propose a marketing plan.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

-What influences an entrepreneurial venture?

VOCABULARY

Tier 3 words & language specific to career and work

- marketing
- product
- entrepreneur
- strategy
- business plan

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

-Share video clip from Shark Tank

<https://www.youtube.com/watch?v=5iKitGJeAZ4>

-Divide students into pairs

-Each pair must create a product (model/drawing) and a plan to market it

-Questions to consider when presenting the marketing plan: Who are the consumers? How much does the product cost? /How much will the product cost to make? Where will the product be sold? Supply/demands of product

-Pairs must present their product and marketing plan

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

-Modify student pairing to address specific needs

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Video clip
- Paper
- Drawing tools
- Internet (iPads/computers)