



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

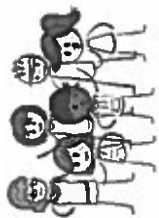
Library books

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 _____









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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

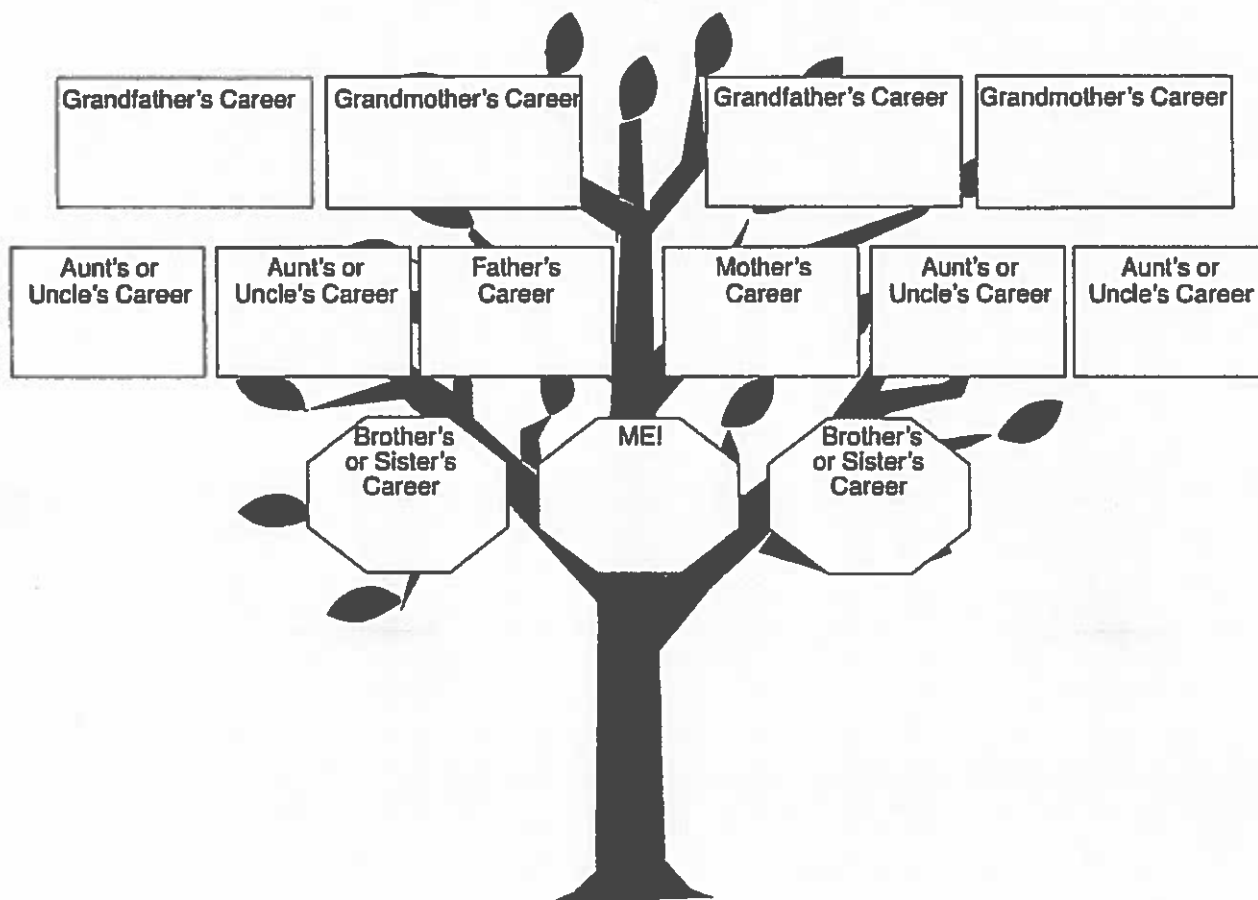
Pencils



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
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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
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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

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**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?”