



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. <u>Personal Interests</u> C. Non-Traditional Workplace Roles D. Local Career Preparation Opportunities E. Career Selection Influences F. Preparation for Careers G. Career Plan Components H. <u>Relationship between Education and Career</u> 	<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. <u>Work Habits</u> 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. <u>Risks and Rewards</u> B. <u>Character Traits</u> 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