

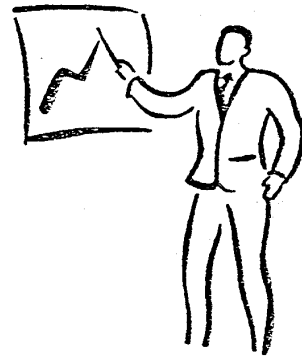
CAREER AWARENESS FOR TOMORROW'S SUCCESS



EDUCATION



SUCCESS



CAREERS

FOURTH GRADE TEACHER'S GUIDE

La Joya Independent School District
2009-2010

CAREER DEVELOPMENT LESSONS
4TH GRADE
2009-2010

To: Counseling Colleagues:

We take great pride in working together to provide career awareness lessons for all of our students district-wide. Your efforts in ensuring the implementation of these lessons is sincerely appreciated. Upon completion of the lessons for the school year, please submit the classroom career logs to Mrs. Gracie Lopez, Career and Technical Education Director.

Please note that a career portfolio for each student must be maintained at your campus. The data that is to be kept in the portfolio includes the Individual Student Career Log.

Thank you for your support and should you have any questions feel free to call Mrs. Gracie Lopez at (956)580-5170.

Career and Technology Education Rationale

Federal and state guidelines for Career and Technical Education (CTE) formerly known as vocational education mandate that academic and career and technology education programs be integrated.

Examples of integrated instructional materials and activities may include the following: curriculum guides, lesson plans, projects, and multidisciplinary curriculum planning.

La Joya I.S.D. has adopted the School to Career Connections Curriculum. The district will implement strategies to promote the CTE state goals.

Goals: 1. Managing the dual roles of the family member and wage earner.

2. Gaining entry-level employment in a high skill, high wage job or continuing the students education at the post secondary level.

The School to Career Curriculum will be implemented in the classroom. In order to facilitate implementation five lessons have been provided to be taught as scheduled on the timeline.

School to Career Connections Curriculum will:

Promote Self-Awareness

Enhance Career Exploration

Develop Career Decision Making

Building Interpersonal Skills

Aligned with District Plan Expectations

Implementation of SCANS Skills

Five copy ready lessons.

“Career Awareness for Tomorrow’s Success”

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Rationale

Promote Self-Awareness

Enhance Career Exploration

Develop Career Decision Making

Building Interpersonal Skills

Aligned with District Plan Expectations

Implementation of SCANS Skills

PK-5th Copy Ready Lessons

La Joya I.S.D.

Career Awareness For Tomorrow's Success

2009-2010

District Timeline

Lesson #:	Week of:	National Career Development Guideline:
I	Sept. 8 - Sept. 11, 2009	Understanding the relationship between educational achievement and career planning.
II	Oct. 5 - Oct. 9, 2009	Understanding the need for positive attitudes toward work and learning.
III	Jan. 11 - Jan. 15, 2010	Skills to locate, evaluate, and interpret career information.
IV	Feb. 8 - Feb. 12, 2010	Skills to prepare to seek, obtain, maintain and change jobs.
V	May 3 - May 7, 2010	Understanding how societal needs and functions influence the nature and structure of work. Skills in career planning.

La Joya ISD
Career Awareness Grade Level Timeline
Fourth Grade
2009-2010

Lesson	Date of Lesson	Title of Lesson	Materials Needed
Lesson 1	Sept. 8 - Sept 11, 2009	Developing Good Work Habits	Study habit tips (provided)
Lesson 2	Oct. 5 - Oct. 9, 2009	What's My Learning Style?	Learning styles inventory, pencil (provided)
Lesson 3	Jan. 11 - Jan. 15, 2010	Math Problems and Solutions	Hand out of Career Related Math Problem (provided)
Lesson 4	Feb 8 - Feb. 12, 2010	I Am Me, I Am Special	I am Me, I am Special worksheet (provided)
Lesson 5	May 3 –May 7, 2010	Newspaper Project	Newspaper

LA JOYA I.S.D.
INDIVIDUAL STUDENT PORTFOLIO
(To be placed in Career Portfolio)

2009-2010

Academic School Year _____

School _____

Name _____

Fourth

Grade _____

Lesson 1

Developing Good Work Habits

Title: _____

Date Learned: Wk of September 8 -11, 2009

SCANS: _____
Interpersonal Skills

Student's Signature: _____

Lesson 2

What's My Learning Style?

Title: _____

Date Learned: Wk of October 5 - 9, 2009

SCANS: _____
Thinking Skills

Student's Signature _____

Lesson 3

Math Problems and Solutions

Title: _____

Date Learned: Wk of January 11 -15, 2010

SCANS: _____
Thinking Skills

Student's Signature _____

Lesson 4

I Am Me, I Am Special

Title: _____

Date Learned: Wk of February 8 -12, 2010

SCANS: _____
Personal Qualities

Student's Signature: _____

Lesson 5

Newspaper Project

Title: _____

Date Learned: Wk of May 3 -7, 2010

SCANS: _____
Resources

Student's Signature _____

CAREER DAY

Student's Signature: _____

Teacher's Signature _____

Date of Event: _____

Grade Level: Fourth
Lesson 1

Title: Developing Good Work Habits

Directions: Students will receive handout of good study habit tips. Teacher will review content and discuss. Students will select the tips that will be most beneficial to them.

1. Ask students why it is important for them to use an organized approach to study.
2. Distribute to each student a copy of the tips for studying. Review content and discuss.
3. Ask students to select the tips that would be most beneficial to them as they study.
4. Ask students to discuss their weak as well as their strong areas of study. Discuss suggestions to improve the weak areas. From the tips that each student selected, he/she will develop a personal plan to improve the quality of his/her studies.

Wrap-Up: Ask several students to voluntarily share their plans with the class.

Materials: Study Habit Tips

Time: 1 session

How to Improve your Study Habits and Grades

At School:

1. Listen carefully to be sure you understand all assignments.
2. Keep an assignment book or journal. Write down all assignments and their due dates in the journal.
3. Do assignments when they are given and do not fall behind. Use your school time wisely.
4. When working on long assignments, do a little each day. Do not wait until the last minute.
5. Ask for help if you do not understand something.
6. Participate in discussions; it will help you to understand better.
7. If you miss an assignment, check with teachers immediately when you return to find out what you missed.
8. When you are in class, write down, the teacher's questions. They are likely to be on the test.

At Home:

1. Set a regular time to study. Schedule this around your other activities, but stick to the chosen time.
2. Choose a quiet place to study, away from all distractions.
3. Organize all materials you will need before you begin to study.
4. Do the hardest work first and save the easier work for last.
5. Have a calendar at your study area. Mark dates of tests, due dates for projects, reports, etc. Look at the calendar daily and plan study time accordingly.

General study tips: When reading your textbook:

- Read the introduction. It will tell what is important in what you will read.
- Read the conclusion. You will then know what was important.
- Read the questions at the end of the chapter. You will know some of the answers from reading the introduction and the conclusion.
- Skim each page by reading everything printed differently as in bold, italic, etc. or by reading the first sentence of each paragraph. This will give you more answers to the questions at the end of the chapter.
- Read in small chunks and answer the questions, "What have I just read?"
- From your notes, make index cards that contain key information, vocabulary, key phrases, etc, on a common topic (keep it short). As you study the card, say them aloud and make an audio tape of them.
- Review your index cards before you go to sleep.
- Play the tape while you get dressed in the morning!

Grade Level: Fourth
Lesson 2

Title: What's My Learning Style

Directions: Students will complete a Learning Styles Inventory. They will be instructed how to score the Inventory. Have students volunteer to share. Discuss strategies to maximize learning.

See attached Instructions & Activity

Wrap-Up: Class discussion on the different learning styles within the class.

Materials: Learning Style Inventory, Pencil

Time: 1 session

Lesson Plan: What Is My Learning Style?

1. Distribute a copy of the Learning Styles Inventory to each student. Instruct the students to answer true or false to each question, and that their first spontaneous responses are likely to result in the most accurate profile.
2. Allow approximately 10 to 15 minutes to complete.
3. When all students have completed the survey, have them record 1 point for each item they marked as true, and a zero for each item marked as false.
4. Questions 1, 6, 12, 16, and 21 pertain to Listener. Have students total the number of points for these items and write the total beside "Listener".
5. Questions 2, 7, 11, 17, 22 pertain to Watcher. Have students total the number of points for these items and write the total beside "Watcher".
6. Advise students that if they score a 0, 1, or 2 in either the Listener or Watcher category, then they are Hands-On learners and should put a star beside "Hands-On".
7. Have students give 1 point for every true answer for questions 8, 18, and 23, and 1 point for false answers to questions 3 and 13. Have them add these points and put the total beside "By Yourself". Students with a total of 3 – 5 points should put a star beside "By Yourself".
8. Have students mark 1 point for every true answer on questions 9, 14, and 19, and 1 point for every false answer to questions 4 and 24. Have them add these points and put the total beside "Mover/Sitter". If they have 4 – 5 points, they should circle "Mover", if they have 0 – 2 points, have them circle "Sitter".
9. Now have students record 1 point for every true answer for questions 5, 15, and 25, and 1 point for every false answer to questions 10 and 20. Again they should add the points and record the total beside "Time". If they have 4 – 5 points, they are AM persons, and if they have 0 – 2 points, they are PM persons. If students have 3 points, they respond according to energy level, sleep, and the type of activity.
10. When all inventories have been scored, lead a discussion on what it means to be each type of learner. For example, explain that a "Hands-On" learner best through his/her sense of touch in combination with seeing and hearing.
11. Distribute a copy of Learning Styles definitions to each student. Go over this worksheet in detail, allowing time for questions and examples. Allow students to give their own examples of ways their learning styles have affected past learning experiences.

What's Your Learning Style? "Learning Style Inventory"

Research has shown that everyone has a unique learning style, you may be the type of learner who needs prodding and encouragement, or you may buckle down on your own. You may study best in the morning, or you may be a better afternoon learner. All this has little to do with mood, but a lot to do with inborn preference.

This quiz will help you identify some aspects of your learning style. It should alert you to your natural strengths which can be used to improve your learning experiences.

If the questions sound basic, there is a reason. They were selected from the Learning Style Inventory, a lengthy computer-scored quiz. Though simplified from the original, results should accurately reflect your preferred learning style. Answer each item either "True" or "False." Your first spontaneous response is probably the truest answer you can give.

- | | | |
|--|------|-------|
| 1. I really like to listen to people talk. | True | False |
| 2. I really like to watch television. | True | False |
| 3. I must be reminded to do something. | True | False |
| 4. I can sit in one place for a long time. | True | False |
| 5. If I could choose to go to school anytime during the day I would go in the morning. | True | False |
| 6. I really like people to talk to me. | True | False |
| 7. The things I remember best are those I see. | True | False |
| 8. I don't have to be reminded to do something. | True | False |
| 9. I can't sit in one place for a long time. | True | False |
| 10. If I could choose to go to school anytime during the day, I would go in the early morning. | True | False |
| 11. I'd rather read than listen to a lecture. | True | False |
| 12. I prefer to learn something new by having it told to me. | True | False |
| 13. I forget to do things I've been told to do. | True | False |
| 14. I find it hard to sit in one place for a long time. | True | False |
| 15. I remember things best when I study them in the early morning. | True | False |
| 16. I find it easy to listen to people talk. | True | False |

- | | | | |
|-----|--|------|-------|
| 17. | It is easy for me to remember what I see. | True | False |
| 18. | I remember to do what I am told. | True | False |
| 19. | I have to get up and move around when I study. | True | False |
| 20. | I remember things best when I study them in the evening. | True | False |
| 21. | I enjoy learning by listening. | True | False |
| 22. | I like to learn by reading | True | False |
| 23. | I do what I am expected to do. | True | False |
| 24. | It is easy for me to stay put when I study. | True | False |
| 25. | I study best in the morning. | True | False |

As a learner, I found that I ...

1. (Listener? –L) _____
2. (Watcher? –W) _____
- “Reader” _____
3. (Hands-On? –H) _____
- “Do Things” _____
4. By Yourself? – Y _____
5. Mover or Sitter? – M or S _____
6. Time? –T _____

Learning Style Definition

Name: _____

Following are some tips on how people with these learning styles might prefer to learn and study. Identify and apply the ones that you think might help you the most!

1. “Listener”: You prefer:
 - to be told things
 - to ask questions(???)
 - to have things read to you
 - to read things together (back/forth) with a partner to have things explained to you
 - to discuss ideas and information
 - to study with partners out loud

2. “Watcher”: You prefer:
 - to read materials
 - to watch videos, filmstrips
 - to see pictures of things, diagrams, word and idea webs
 - to use handouts and study guides
 - to see examples of problems on the board
 - to take and use notes (written on the board)
 - to see actual demonstrations (to watch how to do something)

3. “Hands-On”: You prefer:
 - to see and hear things (All of the above tips!!)
 - to practice doing activities and actually do things to learn about them
 - to touch objects—see how they work
 - to use machines, computers, and actual objects
 - to make things and projects in class and at home

4. “By yourself”: You prefer: to work by yourself
to double check your work by yourself
(when work is done)
to set up your own study time, place, breaks
to check with your teacher, parents, or
partners when you’re all done with work
to not need clues or to ask questions as you
are working to work for long periods before
talking to someone
5. “Mover”: You prefer: to work for short-timed periods
to do a definite chunk of work then take a rest break
to get up and stretch during breaks
to eat or drink something as you work
to plan a definite (same) time and place to do work
to have a very quiet place to work(no TV, radio, or
little brothers or sisters around
to check your work as you do it
- “Sitter” can take breaks when you sense you are
tired
6. “Time”: A.M. Person: you seem to do more work and best thinking
in the early part of the day
you often like to finish homework after a
break at home (supper)
- P.M. Person: you seem to do your best work and thinking
through the afternoon
you often like to do homework as soon as you
get home (before supper)

These tips may not describe you exactly, but they will all help you be a better student and a more successful learner throughout your entire life.

You may find that you prefer a combination of several styles and can use tips from several areas to help you learn.

Grade Level: Fourth
Lesson 3

Title: Math Problems and Solutions

Directions: In this activity students will learn and utilize a four-step plan that will enable them to become better problem solvers. They will practice, in small groups, this approach to problem solving on math problem that are directly related to career.

Objectives: Upon completion of the activity the student should be able to:

Understand the problem – What do you need to know? What do you need to find?

Develop a plan – How can you solve the problem?

Carry out the plan – How can you use your plan? Write down all the steps.

Check the results – Ask if the answer makes sense for the question asked.
(see attached lesson plan)

Wrap-Up: Review and discuss the four-step process.

Materials: Handout of Career Related Math Problems

Time: 1 session

Lesson Plan: Math Problems and Solutions

1. Tell students that this lesson will be devoted to the art of problem-solving. We all solve problems everyday, especially on a job. If we understand how we solve problems, we can solve those problems more easily.
2. Continue discussion by stating that a problem is present when the following occurs:
 - You need to know something you don't know
 - You must decide between different choices
 - You don't know what to do

Mathematics can help you solve problems. Often you need to know how much, how many, how often, how big, or how small before you can solve the problem.

A problem is solved when:

- You find the information you need
 - You pick the best choice and carry it out
 - You figure out what to do and then do it
3. Implementing a four-step plan will help you practice and learn better problem-solving skills.
 4. At this point distribute the Career-Related Math Problems to the students. Using problem one as an example; apply the four-step plan to set up and solve the problem.

Step 1 – Understand the Problem

- What data do you now have to solve the problem?
Regular price of VCR is \$198.00. Second VCR is half price.
- What are you trying to find?
The cost of the second VCR that is 50% off on sale.

Step 2 – Develop a Plan

- What additional information do you need to solve this problem?
None
- What mathematical methods can you see?
Division

Step 3 – Carry Out Plan

- Solve the problem showing all your work.

Step 4 – Check the Results

- Do your calculations again to make sure that there are no errors.
5. Use problem two for additional practice in using the four-step approach to problem-solving if necessary, then have students work in small groups on the remaining problems. Allow approximately 20 to 30 minutes to complete the problems.

Problem-Solving Plan to Solve Career Related Math Problems

1. VCR's Unlimited is having a sale on VCR's. Customers who buy one VCR can get a second VCR for half price. If the regular price is \$198.00 how much will the second VCR cost?
2. John, the baker is baking bread. The recipe calls for 12 cups of flour. Of this, 4 cups is wheat flour. The rest is white flour. How much white flour does the recipe call for?
3. Sean is taking patient's vital signs. The average heart rate for an adult is 72 beats a minute. How many times does the average adult's heart beat in 60 minutes.
4. The post office charges by weight to deliver packages. If a package weighs no more than 6.75 pounds, it costs \$3.95 to mail. If the package weighs more than 6.75 pounds, it costs \$5.54 to mail. How much would it charge to mail a package that weighs 6.57 pounds?
5. Luis and John were responsible for putting saddles on 1 out of every 5 horses at the riding stable. There were 75 horses in the stable. How many horses did they saddle?
6. A carpenter is building a fence. A fence is 15 sections long. Each section begins and ends with a post. How many posts are there?
7. Sara sold a Hopi Jar for \$19.56, and a Zuni necklace for \$26.95. The customer gives Jane a 50 dollar bill. How much change will Sara give the customer?
8. A realtor sold the Halls 12.8 acres of land in Texas in 1995. He then sold them 9 more acres in 1996. Halls now hold 42.4, in 1999. How many additional acres were purchased from the realtor after 1996?
9. A paleontologist, discovered tracks at Dinosaur Valley State Park, in Texas. The tracks show that Acrocanthosaurus probably traveled at 5 miles per hour. If Pleurocoelus traveled at 2.7 miles per hour, how much faster was Acrocanthosaurus?
10. Dan is a landscape architect and a customer has contracted with him to build a rectangular rock garden. The perimeter is 130 feet. If the rock garden is 25 feet wide, how long is it?

Problem-Solving Plan to Solve Career Related Math Problems

Answer Sheet

1. \$99.00
2. 8 cups
3. 4320 beats
4. \$3.95
5. 15 horses
6. 30 posts
7. \$3.49
8. 20.6 acres
9. 2.3 MPH
10. 40 feet

Grade Level: Fourth
Lesson 4

Title: I Am Me, I Am Special

Directions:

1. Explain to students that all of us are unique and that uniqueness makes us all special. Discuss the fact that if all of us were the same, liked the same things, and were good at the same things, it would be a very boring world.
2. Distribute the worksheet to students. Discuss the items on the worksheet and the fact that there are many different ways for them to express the items on the worksheet. There are no right or wrong answers.
3. Ask students to be creative in the way or method they choose to express each of the items. For example, they can draw, write, or find pictures or photographs to demonstrate who they are. Explain that the choices a student makes in expressing these items will reflect the uniqueness and particular strengths of that individual. One way is not better than another.
4. Students can have class time and/or homework assigned to complete the project.
5. After projects are completed, ask for student volunteers to share their projects. Facilitate student discussions, particularly noting strengths of students who may be typically overlooked in traditional assignments/situations.

Wrap-Up: Students can volunteer what they found out about themselves through the I Am Me, I Am Special worksheet

Materials: I Am Me, I Am Special Worksheet

Time: 1 session

I Am Me, I Am Special

This is what I do well:

These are four words that best describe me:

This is my greatest achievement:

This is what I like to do in my free time:

This is the person that I admire the most:

Grade Level: Fourth
Lesson 5

Title: Newspaper Project

Directions:

1. Have students review the papers and look for the various components (sports, classified ads, society, etc.). Ask students to write various articles for the components they identify. Have students work in groups or individually while working on their article.
2. Once articles are written teacher can display them in the classroom.

Wrap-Up: Students can share the different articles that were written in class.

Materials: Newspaper

Time: 1 session

Additional Activities/Resources

- **Paws In Jobland**
- **Career Videos**
- **Job Shadowing**
- **Career Day**
- **College Day**
- **Classroom Speakers**
- **Career Aptitude Survey**
- **Career Interest Inventory Survey**
- **Internet Resource <http://www.bls.gov/ocohome.htm>.**
- **Developing Resumes**
- **Career Portfolios**
- **Fieldtrips**
- **SCANS Skills in the Workplace**

**U.S. Department of Labor
Secretary's Commission for Achieving Necessary Skills
200 Constitution Avenue, N.M.
Washington, D.C. 20210**

SOURCES

- **SCHOOL – to – CAREER CONNECTION 2000**
- **TECH – PREP of the RIO GRANDE VALLEY**
- **SCANS– Skills in the Workplace**