

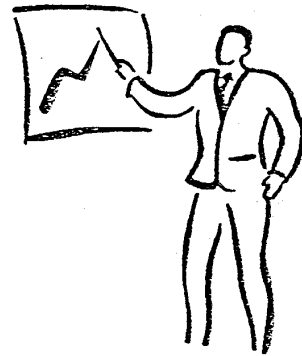
CAREER AWARENESS FOR TOMORROW'S SUCCESS



EDUCATION



SUCCESS



CAREERS

THIRD GRADE TEACHER'S GUIDE

La Joya Independent School District
2011-2012

CAREER DEVELOPMENT LESSONS
3RD GRADE
2011-2012

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 Mr. Ruben Treviño, Career and Technical Education Director.

Thank you for your support and should you have any questions feel free to call Mr. Ruben Treviño at (956)519-4299.

Career and Technical 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”

Table of Contents

I. Rationale

II. District Timeline

III. Grade Level Timeline

Classroom Career Log

Lessons

IV. Additional Activities/Resources

V. Sources

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

2011-2012

District Timeline

Lesson #:	Week of:	National Career Development Guideline:
I	Sept. 19 - Sept. 23, 2011	Understanding the relationship between educational achievement and career planning.
II	Oct. 24 - Oct. 28, 2011	Understanding the need for positive attitudes toward work and learning.
III	Jan. 23 - Jan 27, 2012	Skills to locate, evaluate, and interpret career information.
IV	Mar.19 – Mar. 23, 2012	Skills to prepare to seek, obtain, maintain and change jobs.
V	April 30 – May 4, 2012	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
Third Grade
2011-2012

Lesson	Date of Lesson	Title of Lesson	Materials Needed
Lesson 1	Sept. 19 - Sept.23, 2011	Science Careers	Science Careers Worksheet (provided)
Lesson 2	Oct.24 - Oct.28, 2011	What's My Learning Style?	Student activity worksheet, interpretative sheet and pencil (provided)
Lesson 3	Jan. 23 - Jan. 27, 2012	Parental Occupation	Paper, chalkboard
Lesson 4	Mar.19 – Mar.23, 2012	Occupational Interview	notebook
Lesson 5	April 30 – May 4, 2012	Business	Paper, business addresses

Grade Level: Third
Lesson 1

Title: Science Careers

Directions: Students will look at different science jobs and will list type of activities used for each.

1. Lead a discussion with the students beginning with the question: What is science? They should realize that science is a method of understanding the natural world.
2. Ask the students to think of occupations, possibly those held by family members or friends that require science on the job. Some obvious occupations may include doctors, people who design medicines, people in the space program, explorers, farmers, researchers, engineers, and many others.
3. Ask the students what types of activities scientists use to observe or discover what happens in nature. You may begin by relating a mystery novel, in which the people in the novel need to ask specific questions to solve the mystery. Specifically they ask: who, what, where, when, and how? And most importantly, why? You may begin to acquire a list of activities that include: observe, survey, measure, infer, predict, gather data, interpret data, experiment, formulate hypothesis, formulate models, and present findings. You may need to prompt the students for some of these activities using examples of current or historic science problems, such as: How do we know whether the earth is round or flat?
4. Pass out worksheet - students can work individually or in groups.

Wrap-up: Will discuss science careers they listed in the worksheet.

Materials: Science careers worksheet

Time: 1 session

Science Careers

Directions: Find examples of jobs that use Science, and list science activities those jobs require.

Team Members:

List jobs that use science:	List science activities that are needed:

Grade Level: Third
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: Classroom Discussion on the different learning styles within the class.

Materials: Student activity worksheet, interpretative manual, 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 either 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, and 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 learns 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 preferences.

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 evening. | 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? -H)
"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 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 to 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: Third
Lesson 3

Title: Parental Occupation

Directions:

1. Go around the room and ask students to give the name of the occupations of the adults in their families (this takes in all unique family situations). It isn't necessary to say, "My mother does ..." simply name the occupations. Assure students that there will be unemployed and volunteer categories also. Stress that it is important to see through graphing the occupations, unemployment, and volunteer work as well. This gives a more realistic picture of our community.
2. As students give the information, record it on the chalkboard. Each time a student names an occupation already recorded, put a slash mark (i.e., nurse III, etc.)
3. Ask students to look at the list of occupations that have been generated. Are there occupations listed in which they are interested? Why or why not? Use this discussion to broaden the student's views of what is possible, perhaps even outside of the local community.
4. Have students discuss any employment changes any family member has made recently. Is a family member working now that was not employed before? How has this affected life of home?

Wrap-up: Classroom discussion on the different family occupations that were generated from classroom discussion

Materials: paper and chalkboard

Time: 1 session

Grade Level: Third
Lesson 4

Title: Occupational Interview

Directions: Students will interview a worker in the community. Person interviewed can be a family member, neighbor, or relative. In class, work with the students to develop the questions that should be asked, and then develop a standard set of interview questions.

1. Instruct students to select a community worker they know to interview. It can be a parent, relative, neighbor, etc. They will use a standard set of questions that will be created in class.
2. Lead a discussion that will produce the questions for the interview. Write these on the chalkboard. For example: If they are community workers, we know that they have jobs. The question then is, what is the name of the job? Continue until a complete set of questions is developed.
3. Determine when interviews are to be completed. Instruct students that they will be sharing the information with the class. Organize interview results in folder with other information about the business or organization in which the worker is employed. This is a good way to build a career resource library (see activity entitled Business Letters).

Wrap-Up: Allow students to share the results of their interview.

Materials: notebook

Time: 1 session

Level: Third
Lesson 5

Title: Business Letters

Directions: Students will send a business letter to a number of employers requesting the following information: number of employees, products/service, markets, etc. As letters come back, use a bulletin board map to show the community's connectedness to the world society.

1. Contact the local Chamber of Commerce to request a business mailing list and to make them aware of the student project. Suggest that they highlight the project in their newsletter, local newspaper, web page, etc. or use other available resources to inform a broad audience, including potential employer contacts.
2. Work with students to develop a business letter form requesting information on the number of employees, product/service, product market etc.

Optional: As letters come back, chart the information received. Create employer folders to keep as a career resource. Also chart the markets served by local employers on the community/world maps. If global markets are served, use this as an opportunity to discuss the global economy. Point out and discuss that even local employers can be connected to a large geographic area and the impact of their product on society as a whole can be far reaching.

Wrap-up: Discuss the benefit of learning how to write a business letter.

Materials: paper, business addresses

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**