

What concepts do I want students to remember from this unit? (Essential Questions)

- What are the roles of different workers within the school?
- What are strengths and how are they identified?
- Why is it important to dream for the future and how can school assist with this?

Unit Title: Career Awareness & Exploration		Timeline: 4 Lessons
What are the Wisconsin Model Academic Performance Standards and Benchmarks this unit is based on?	What do I expect students to know and be able to do at the end of this unit? In other words, students will be able to... (Student Learning Targets)	What assessment types are best to measure each student-learning target? (Assessment Types)
A.3 Demonstrate responsibility for achieving school success A.4.3.2 Demonstrate the ability to work independently and/or to work cooperatively with other students. A.4.3.3 Share knowledge.	<ul style="list-style-type: none"> ➤ Work with other students to complete classroom activities (mystery bag exploration). ➤ Complete individual classroom tasks (unit pre/post test, self-mystery bag, career drawing). ➤ Share self-information with several other students. ➤ Share knowledge related to where workers can be found. ➤ Share knowledge gained throughout unit. ➤ Share known information about skills needed for a variety of different jobs. 	SR, PA, O
D.1 Acquire and demonstrate self-awareness and self-acceptance as they relate to understanding oneself D.4.1.4 Identify and acknowledge personal strengths and assets.	<ul style="list-style-type: none"> ➤ Distinguish between “strengths” and “weaknesses.” ➤ Identify and describe personal strengths. ➤ Identify how strengths are often related to future work. 	O
F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior F.4.1.4 Identify and use resource people in the school and community.	<ul style="list-style-type: none"> ➤ Identify multiple workers in the school who have roles other than teaching (custodian, technology support, nurse, principal, secretary, and cook). ➤ Identify tools used by multiple school workers and discuss whether or not each tool is used to work with “people” or “things.” 	O
G.1 Develop the ability to make informed career decisions based on self-knowledge G.4.1.2 Discuss and explain behaviors and decisions that reflect interests, likes, and dislikes.	<ul style="list-style-type: none"> ➤ Discuss personal likes and strengths with classmates. ➤ Identify a job that they hope to have one day. 	PA, O
I.3 Recognize how principles of equal opportunity, equity, respect, inclusiveness, and fairness affect career planning and management I.4.3.2 Identify similarities and differences among people that are valuable at work and in society.	<ul style="list-style-type: none"> ➤ Discuss the importance of having different workers within the school setting. 	O