



McKeesport Area School District
K-5 Career Readiness Lesson Plans

Career Focused Lessons
Fifth Grade



5th Grade

**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 5th Grade/ Career Readiness

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: Compose a Letter to my Future Employer

DURATION: 1 Week

<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. 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 	<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> <p>*Based on the career selection of the student, any or all of these may apply.</p> <ul style="list-style-type: none"> A. Work Habits B. Cooperation and Teamwork C. Group Interaction D. Budgeting E. Time Management F. Workplace Changes G. Lifelong Learning 	<p>13.4 Entrepreneurship</p> <p>*Based on the career selection of the student, any or all of these may apply.</p> <ul style="list-style-type: none"> 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 student will be able to compose a letter to his or her future employer.

ESSENTIAL QUESTION:

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Let's talk about "What truly matters?" from a career standpoint.

VOCABULARY:

Tier 3 words & language specific to career and work

Vocabulary will differ from student to student based on career selection. For example, if a student is going into education then vocabulary specific to that student would be words like inclusion, differentiation, and curriculum.

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. Day One- Teacher will model an example of a letter to a future employer.
2. Day Two- Students will brainstorm and/or research their career selection in depth.
3. Day Three- Students will write a rough draft of their letter to their future employer.
4. Day Four- Students will peer edit their rough drafts.
5. Day Five- Students will create a final copy of their letter to their future employer.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELLL, IEP, GIEP

ELL- Supply students with a word bank

IEP- Supply students with a letter template to use

GIEP- Students can create a slideshow to accompany their letter of their career choice

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- Research materials such as computers, career books, and magazines
- Paper and Pencil
- Computers for final copies



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth Grade – “Finding My Place in the World” – Interest Inventory

UNIT TITLE (Grades K-5 Only): Interest Inventory

LESSON TITLE: Career Awareness Interest Inventory

DURATION: 2 Class Periods

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 the unit; a subsequent measure of the student's performance

The goal of the unit is to assess the student's interests in help students identify interests and make a connection to the world of work. Through identifying interests and careers, students can then begin to gain exposure about the many post-secondary options and plan for those options as they begin their journey through middle and high school

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Using the interest career survey, what are the top 3 career interests that best suit the student?

VOCABULARY

Tier 3 words & language specific to career and work

Habitat for Humanity	Urban Planning	EMT
Amateur	Grant	Mentor
"Minutes" of a meeting	CPR	CB / Hand Radio
Treasurer	Catering	Cosmetology
Spreadsheets	Concession	
Campaigning	Computer Operating System	

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1. **Teacher will decide to use online survey <https://access.bridges.com/portal/student/landingPage.do> or paper/pencil Interest Survey.**
2. **Introduce career survey to students. Discuss importance of understanding likes/dislikes in relationship to career plans.**
3. **Give survey to students.**
4. **Teacher will discuss interest survey results and what jobs match the survey. If using online survey, students may then use the site to explore the different "neighborhoods" to learn about the different careers.**

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

ELL / IEP – students will use online survey. The online survey and results site is read aloud to the students as the survey is being taken.

GIEP – Students will further explore their three top interests using these sites.

<http://pacareerzone.com>

<http://khake.com>

<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

1. http://paws.bridges.com/paws2_detect_US.php

2. <http://pacareerzone.com>

<http://khake.com>

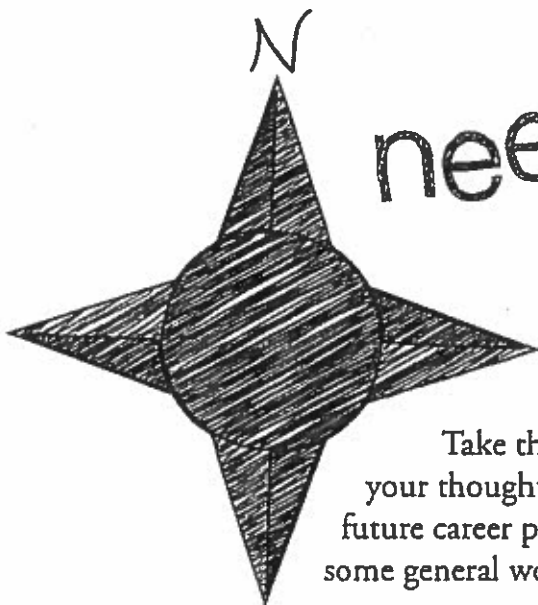
<http://mappingyourfuture.org/planyourcareer/careership/>

<http://www.careersinthemilitary.com/index.cfm?fuseaction=main.advsearch&newsearch=true>

3. Interest Survey (paper/pencil)

when I grow up ...

Even if you haven't given too much thought to careers, you've probably been asked what you want to be when you grow up. You might have even been asked this question many times. Your answer might have been the same or changed each time you were asked! For this activity, use the space below to either draw or write the first thing you remember wanting to be. Have you changed your mind or added other job ideas since then, or do you still want to be the same thing?



need
directions?

Now that you've started thinking about careers, what do you do next?

Take the career interest survey on pages 11 to 15 to kick start your thoughts about what direction you would like to head with future career plans. Completing the following steps will point you to some general work areas where you can explore career possibilities.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

1

- Taking care of pets in your neighborhood
- Transplanting small trees
- Planting and taking care of flowers & plants
- Working in a garden & creating landscapes
- Nursing sick animals back to health
- Brushing or grooming dogs, cats, and/or horses
- Hiking & watching wildlife
- Chopping wood & replanting trees
- Identifying environmental hazards & sick/dying plants

Total checks _____

2

- Repairing small appliances
- Painting houses or buildings
- Using tools to make household repairs
- Cutting and shaping wood to build structures
- Volunteering for Habitat for Humanity
- Drawing floor plans
- Building simple circuit boards
- Laying brick or cinder block
- Landscaping and planting flower gardens

Total checks _____

3

- Performing (music, drama, dance) for an audience
- Creating graphic designs on a computer
- Creating an original video or film
- Sketching or painting pictures
- Taking photographs
- Writing poems, stories or plays
- Making jewelry, sculpture, ceramics or stained glass
- Designing a newspaper layout (artwork)
- Being an announcer for an amateur radio station

Total checks _____

4

- Using a cash register
- Typing minutes of a school club meeting
- Filing or sorting mail or other papers
- Running your own business
- Developing Web pages and creating print layouts using desktop publishing
- Managing tasks for a group
- Preparing reports and analyzing data
- Typing documents for other people
- Volunteering to answer phones

Total checks _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Working as a kids' camp counselor or volunteer	5
<input type="checkbox"/> Tutoring young children	
<input type="checkbox"/> Reading to elementary school students	
<input type="checkbox"/> Giving instructions for/or directing a play	
<input type="checkbox"/> Baby-sitting young children	
<input type="checkbox"/> Organizing and shelving library books	
<input type="checkbox"/> Peer counseling or mediation	
<input type="checkbox"/> Helping at Special Olympics events	
<input type="checkbox"/> Teaching young children in an after-school program	
Total checks _____	

<input type="checkbox"/> Planning a mock stock market game	6
<input type="checkbox"/> Investing money and studying investments	
<input type="checkbox"/> Balancing a checkbook	
<input type="checkbox"/> Opening a savings/checking account	
<input type="checkbox"/> Being a treasurer for a school club	
<input type="checkbox"/> Organizing a fund-raiser	
<input type="checkbox"/> Collecting money for a school or community event	
<input type="checkbox"/> Developing a budget	
<input type="checkbox"/> Using spreadsheets and financial computer programs	
Total checks _____	

<input type="checkbox"/> Campaigning for a political candidate	7
<input type="checkbox"/> Making political speeches	
<input type="checkbox"/> Volunteering as an urban planning committee member	
<input type="checkbox"/> Running for class office	
<input type="checkbox"/> Planning and preparing budgets	
<input type="checkbox"/> Participating in a debate	
<input type="checkbox"/> Volunteering as a legislative aide	
<input type="checkbox"/> Learning and speaking a foreign language	
<input type="checkbox"/> Researching and writing grants	
Total checks _____	

<input type="checkbox"/> Taking care of a sick relative	8
<input type="checkbox"/> Watching doctor/hospital shows on TV	
<input type="checkbox"/> Learning first aid and CPR	
<input type="checkbox"/> Volunteering at a retirement home	
<input type="checkbox"/> Volunteering as a hospital aide	
<input type="checkbox"/> Using a stethoscope to listen to someone's heart	
<input type="checkbox"/> Identifying human body parts from a diagram	
<input type="checkbox"/> Bandaging sports injuries with a trainer's help	
<input type="checkbox"/> Assisting persons in wheelchairs with daily tasks	
Total checks _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Working in a restaurant <input type="checkbox"/> Planning vacations and other events <input type="checkbox"/> Cooking, baking and serving meals <input type="checkbox"/> Participating in sports or recreational activities <input type="checkbox"/> Being a lifeguard <input type="checkbox"/> Catering an event <input type="checkbox"/> Working at a concession stand <input type="checkbox"/> Exercising and working out <input type="checkbox"/> Officiating a sporting event	9
Total checks _____	

<input type="checkbox"/> Making a family menu <input type="checkbox"/> Working with the elderly <input type="checkbox"/> Working at a shelter <input type="checkbox"/> Shopping, comparing prices & consumer goods <input type="checkbox"/> Listening & helping friends with problems <input type="checkbox"/> Participating in youth groups or community groups <input type="checkbox"/> Working as a dietetic aid <input type="checkbox"/> Volunteering at a retirement home <input type="checkbox"/> Volunteering to be a Big Brother/Big Sister	10
Total checks _____	

<input type="checkbox"/> Developing software programs <input type="checkbox"/> Building computers <input type="checkbox"/> Playing video games <input type="checkbox"/> Surfing the Internet <input type="checkbox"/> Learning how to configure operating systems <input type="checkbox"/> Installing software <input type="checkbox"/> Learning how to assemble computer hardware <input type="checkbox"/> Playing with electronic gadgets <input type="checkbox"/> Designing video games	11
Total checks _____	

<input type="checkbox"/> Reading mystery novels <input type="checkbox"/> Listening to a police scanner <input type="checkbox"/> Watching mystery movies or courtroom dramas <input type="checkbox"/> Playing "Clue" or other mystery board games <input type="checkbox"/> Volunteering in a lawyer's office <input type="checkbox"/> Following court cases in the news <input type="checkbox"/> Participating in EMT training <input type="checkbox"/> Volunteering to search for missing pets or persons <input type="checkbox"/> Participating in search and/or rescue training	12
Total checks _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

Check off the activities that interest you in each of the boxes. Add each column. Total your answers to discover which career clusters you may want to explore.

<input type="checkbox"/> Welding or working with metals <input type="checkbox"/> Repairing and upholstering furniture <input type="checkbox"/> Creating wood carvings <input type="checkbox"/> Taking machine shop classes <input type="checkbox"/> Making belts or other leather goods <input type="checkbox"/> Operating a printing press <input type="checkbox"/> Installing and repairing home electronics <input type="checkbox"/> Sewing, weaving, knitting or other needlework <input type="checkbox"/> Building cabinets, shelves and other simple woodworking	<h1>13</h1>
Total checks _____	

<input type="checkbox"/> Cutting & styling hair <input type="checkbox"/> Selling products for a school fund-raiser <input type="checkbox"/> Taking tours of new houses for sale <input type="checkbox"/> Designing or modeling clothes <input type="checkbox"/> Giving people advice on products they should buy <input type="checkbox"/> Decorating your house and rearranging your furniture <input type="checkbox"/> Planning and having a yard sale <input type="checkbox"/> Arranging and selling flowers <input type="checkbox"/> Fixing watches and clocks	<h1>14</h1>
Total checks _____	

<input type="checkbox"/> Visiting science museums <input type="checkbox"/> Designing experiments <input type="checkbox"/> Exploring caves and collecting rocks <input type="checkbox"/> Watching the weather and tracking storms <input type="checkbox"/> Using a computer to solve math problems and equations <input type="checkbox"/> Identifying plants, animals and/or marine life <input type="checkbox"/> Developing solutions to environmental problems <input type="checkbox"/> Building model aircraft/boats/trains <input type="checkbox"/> Learning about different cultures	<h1>15</h1>
Total checks _____	

<input type="checkbox"/> Flying airplanes <input type="checkbox"/> Repairing vehicles, bikes and engines <input type="checkbox"/> Working in a warehouse or taking inventory <input type="checkbox"/> Operating motorized machines or equipment <input type="checkbox"/> Visiting space camps <input type="checkbox"/> Building and repairing boats <input type="checkbox"/> Operating a CB or ham radio <input type="checkbox"/> Reading mechanical and automotive magazines/blogs <input type="checkbox"/> Having a paper route	<h1>16</h1>
Total checks _____	

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

interest survey

TOTALS

Count the check marks in each section on pages 11-14 and place the total in the corresponding box below.

1. Agriculture, Food & Natural Resources _____	2. Architecture & Construction _____	3. Arts, Audio/Visual Technology & Communications _____	4. Business Management & Administration _____
5. Education & Training _____	6. Finance _____	7. Government & Public Administration _____	8. Health Science _____
9. Hospitality & Tourism _____	10. Human Services _____	11. Information Technology _____	12. Law, Public Safety, Corrections & Security _____
13. Manufacturing _____	14. Marketing _____	15. Science, Technology, Engineering & Math _____	16. Transportation, Distribution & Logistics _____

Source: Adapted from "Who R U" interest survey with permission from Virginia Career View.

My top three Interest Areas:

1. 1 2. 2 3. 3

As you can see, the interest survey is divided into 16 groups. Each group is a career cluster. Career clusters place similar occupations in groups. These clusters help you narrow the thousands of career options in the world to a general area of interest. The clusters connect what you learn in school to the skills and knowledge you need beyond high school. Some careers are placed in more than one cluster.

Student Name _____
 Grade _____
 School _____
 School Year _____

[https://www.onetonline.org/find/career?
c=1](https://www.onetonline.org/find/career?c=1)

what kinds of jobs are in agriculture,
food, and natural resources

4 jobs
in each
category
that you
might be
interested
in

Student Name _____
Grade _____
School _____
School Year _____

Career Readiness Chart

Title of Job: _____

Summary: _____

Tasks:

1. _____

2. _____

3. _____

4. _____

5. _____

Knowledge:

1. _____

2. _____

3. _____

4. _____

5. _____

Skills:

1. _____

2. _____

3. _____

4. _____

5. _____

Salary:



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: 5th Grade

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: Resume Writing

DURATION: about 2 hours/ 3 class periods

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
	A. 13.3 Career Retention and Advancement B. Work Habits C. Cooperation and Teamwork D. Group Interaction E. Budgeting F. Time Management G. Workplace Changes H. Lifelong Learning	13.4 Entrepreneurship A. Risks and Rewards B. Character Traits C. Business Plan

OBJECTIVE

Students will identify connections between their traits and specific interests to be able to write a resume.

ESSENTIAL QUESTION

What is your intended job you would like to pursue?

What are some of your interests?

What are some of your responsibilities?

What have you done that makes you feel good about yourself?

Have you won an award?

Made something special?

Reached a goal?

Jobs you had?

VOCABULARY

Resume- a brief account of a person's education, qualifications, and previous experience, typically sent with a job application.

Interests- something that you enjoy doing in your free time

References- a letter from a previous employer testifying to someone's ability or reliability, used when applying for a new job.

INSTRUCTIONAL PROCEDURES:

- Teacher will have a discussion with the students from results interest inventory
- Teacher will stress the importance of Resumes
- Teacher will distribute and review Resume template (rough draft) with the students
- Students will produce a rough draft
- Students will pair up, exchange rough drafts, and edit resumes
- Teacher will make revisions if needed
- Students will get revised rough drafts and create a finished product

DIFFERENTIATION METHODS:

- Teacher will monitor and give any assistance if needed while students are writing their rough draft
- For GIEP enhancement, they could create a cover letter

MATERIALS & RESOURCES:

- Resume template (rough draft)
- Resume template (final copy)
- Pencil
- Results of Interest Inventory

My First Resume

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Intended job: _____

My interests include: (Example: team sports; playing individual sports; playing an instrument; reading and writing; drawing; art; set up garage sales and lemonade stands)

My responsibilities include: (Example: help watch younger siblings or baby-sit for others; volunteer work through church, scouts, helping elderly neighbors, doing well in school while having other outside activities and interests)

- 1.
- 2.
- 3.
- 4.
- 5.

Special Achievements: (Think about the different activities in your life. What have you done that makes you feel good about yourself? Have you won an award? Made something special? Reached a goal? Examples: Student of the Month; Reflections; Honor Roll; ROAR winner; Star athlete)

Jobs you had: (Example: mowing a neighbor's lawn; babysitting; or volunteering to work at a fair)

Job Title: _____

Name of person or organization: _____

Phone number of person or organization: _____

Month and year you worked: _____

Student Name _____

Grade _____

128

School _____

School Year _____

Another job you had:

Job Title: _____

Name of person or organization: _____

Phone number of person or organization: _____

Month and year you worked: _____

Your School: (Where do you currently go to school)

School Name: _____ **City:** _____ **State:** _____

Grade: _____

References: (Someone who would give feedback on your positive characteristics- 3 if possible)



**McKeesport Area School District
339 Lesson Plan**

GRADE LEVEL / COURSE: Fifth Grade/Social Studies

UNIT TITLE (Grades K-5 Only): Finding My Place in the World

LESSON TITLE: What I Want to be When I Grow Up

DURATION: 30 min. per class

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 the unit; a subsequent measure of the student's performance:

To decide on a career, research that career, complete a final project (Prezi, Book, Collage), and Make a presentation to the class

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:

What do I want to be when I grow up?

VOCABULARY

Tier 3 words & language specific to career and work

- career
- Prezi
- Collage
- Words from list of possible career choices

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- Please Do Now "The Future" w/s and share out in class
- Discussion from "How do I get there?" and "Career Clusters" worksheet
- Teacher shows examples and explains- Prezi, Book, Collage
- Students decide on a career choice and research it on ipad/computer lab
- Students will complete the career format w/s
- Students will make a rough draft
- Teacher will revise/edit rough draft and students will make changes
- Students will make final copy
- Students will make a presentation to the class

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- GIEP will use less pictures and more writing in project
- IEP/ELL will use more pictures and less writing
- IEP/ELL will use large-spaced lined paper for book (if chooses)
- IEP/ELL will have more formatted (sentence starters)

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

- please do now "The Future" w/s
- w/s – "How do I get there?" and "Career Clusters"
- IPads/computers
- Link www.prezi.com or PowerPoint
- self-made books (paper with or without lines/stapler)
- Promethean board
- magazines for collage
- scissors, crayons, markers, rulers, glue
- list of possible career choices
- research career format w/s

Career Research Format Paper

Interests:

Choices:

Education:

Work days/hours:

Salary:

What to Expect:

Student Name _____
Grade _____
School _____
School Year _____

Possible Career Choices

Teacher
Principal
Security guard
Bus driver
Doctor
Pediatrician
Dentist
Eye Doctor
Engineer
Computer Engineer
Lawyer
Speech Therapist
Occupational Therapist
Physical Therapist
Business Manager
Real Estate Agent
Accountant
Farmer
Waitress
Construction Worker
Plumber
Welder
Police Officer
Fireman
Emergency Medical Technician
Inventor
Hair Stylist
Chef
Mechanic
Photographer
Videographer
Television Production

****Other Careers Approved by Teacher**