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| **Essential**  **Understandings** | * Early learning skills contribute to success as a life-long learner. * Personal choices effect career paths. |
| **Essential**  **Questions** | * How might my learning now connect to later career choices? * Where might I get more information about a career interest? |
| **Essential Knowledge** | * Training, education and higher education is needed to do different   kinds of work   * Hobbies and personal interests can lead to later career interests   - Setting personal goals contribute to academic and professional  success. |
| **Vocabulary/Content** | * career, community, tool, hobby, worker, occupation, personal interests, goals |
| **Essential**  **Skills** | * begin to acquire skills to investigate the world of work in relation to knowledge of self to later make informed career decisions * Set personal goals for the classroom * make a connection on the importance of learning and future job choices * demonstrate an understanding of roles and contributions of workers in school, home and their community * identify personal skills, abilities and interests in areas of academic career and social development |
| **ASCA**  **Concepts**  **Maine Learning**  **Results** | Understand the relationship between learning and work  Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals  Understand that school success is the preparation to make the transition from student to community member  Understand how school success and academic achievement enhance future career and vocational opportunities  Apply decision making skills to career planning  identify personal skills, interests and abilities and relate them to current career choice  Articulate feelings of competence and confidence as learners  Display a positive interest in learning  Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals  Learn about the variety of traditional and non-traditional occupations  Develop an awareness of personal abilities, skills, and interests  Career and Education Development  A4 Students identify and discuss career roles  C1 Students identify and give examples of how they make choices and set personal goals for school.  C3 Students identify people and experiences that influence decision-making in various settings |
| **Sample**  **Lessons**  **And**  **Activities** | Kindergarten:  Toolbox Guessing Game Activity- students identify and discuss various community workers from posters and books.  Grade 1/2 :  Read and discuss *Someday* by Eileen Spinelli  Students draw pictures of what they dream of becoming /doing as adults and complete a developmentally appropriate survey of personal strengths and interests.  Role play community workers in a guessing game using props |
| **Sample**  **Classroom**  **Assessment**  **Methods** | Students pictorially represent a personal skill, interest or a future  occupation. |
| **Sample**  **Resources** | *What Can You Do?* by Rotner and Kelly  *When I Grow Up* by Al Yankovic  *Someday* by Eileen Spinelli  *Tools at Work!* ( Pre-K-2) by Matthew Johnson  Community Helpers posters by Carson-Dellosa Publishing |