

CAREER CHOICES

TRICENTENNIAL THEME: Workforce

SUBJECT: Social Studies

GRADEBAND/LEVEL: Elementary/Grades 3-5

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TEKS:

3rd	4th	5th
113.14.6A	113.15.11C	113.16.11C



DESCRIPTION:

Students will use specific internet resources to research various career options. They will pick three careers to learn about in detail and then create a presentation for their classmates.

Two (2) 45-60 minute classes needed to complete.

LESSON OBJECTIVES:

- 1 Explore three different career options through internet research.
- 2 Analyze the skills and education needed to obtain a position within the three career fields.
- 3 Create a detailed presentation for peers explaining what has been learned.

MATERIALS NEEDED:

Access to the internet
Drawing paper or poster boards
Drawing/coloring/writing utensils
Paper to take notes on
Project rubric

Internet Resources:

Workforce Solutions “When I Grow Up” Career Map (ideal for the earlier grade levels)-
<http://www.wrksolutions.com/Media/whenigrowup/k2map.html>

Science Buddies, Careers in STEM-
<https://www.sciencebuddies.org/science-engineering-careers>

U.S. Bureau of Labor Statistics, Career Exploration-
<https://www.bls.gov/k12/content/students/careers/career-exploration.htm>



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ENGAGE(Opening Activity - Access Prior Learning / Stimulate Interest / Generate Questions):

(DAY 1) Provide students with the following journal prompt, or ask the class in discussion format, “What do you want to be when you grow up?”. Give students a chance to formulate ideas and then allow them to share, making a list on the board.

Once a list of several responses has been developed, ask students, “What skills and education are needed in order to be a...”. Going through the list on the board, solicit responses. Students may or may not know what is involved in actually becoming something in their chosen career field. Explain that today they will learn exactly what is needed to obtain various careers through independent research. (15-20 mins)

EXPLORE(Probing or Clarifying Questions):

Either place students in partners, or encourage independent research (depending on class needs and resources). Provide students with a list of internet resources from those provided above. If needed, guide students to a specific site. Tell students to spend 5-10 minutes exploring the web resources and begin to make a list of three careers that interest them the most from the website(s).

Once they have thoroughly explored the information, have students research three specific careers. For each one, they need to know: 1) What is involved in the career (what do you actually do if that’s your job); and 2) What education, skills and/or training is required to obtain the career? Make sure to explain the importance of taking thorough notes. (30-40 mins)

EXPLAIN(Concepts Explained):

(DAY 2) After completing their research, students will return to their desks and begin creating a presentation for their peers. Using drawing paper or poster boards, students will create colorful, detailed visual aids that illustrates ONE of the three career fields researched and includes information regarding tasks of the career and skills/education/training information related to the career. Encourage students to be creative and use a combination of both illustration and written information. (20-30 mins)

ELABORATE(Applications and Extensions):

Students will then present their posters/visual aids to the class and share what they have learned with their peers. Provide students with a copy of the rubric so they can see how they will be graded on their presentations. (25-30mins)

EVALUATE:

Students will be evaluated on their final presentations via the project rubric. The teacher will continually check for understanding throughout the lesson by using tools such as journal entries/discussion and the asking of probing questions.

Rubric-

	0 Points	5 Points	10 Points	15 Points
Includes facts about Career	Does not answer any of the two questions required in relation to the career	Answers only one of the two required questions in presentation	Answers both questions in limited detail	Answers both questions thoroughly and in excellent detail
Shows Creativity and Effort	Student puts zero effort into final presentation	Students puts some effort into final presentation, but lacks detail	Student puts effort into both illustrations and written text using colors and detail	Student provides colorful illustrations and detailed textual explanations
Presents Information Clearly	Student does not speak clearly or audibly and shows little effort in presentation	Student is audible and presents information clearly but lacks detail or understanding	Student provides detailed information in a clear and audible manner	Student puts extra effort into the presentation, showing enthusiasm about the subject/project