

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
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Course Title: 21st Century Life and Careers Unit Name: Careers
Grade Level: K - 6

<p>Content Statements Critical thinking and problem solving skills will be nurtured as life long skills; careers will be explored in terms of choice, salary, taxes and workplace responsibility.</p>	<p>NJSLS: 9.1.4, 8.A – all 9.2.4, 8.A.5 – all 9.3.4, 8.A –all</p> <p>Companion Standards: RSTK-8.5-9 WHST K-8 All</p>
<p>Overarching Essential Questions How does thinking solve problems? What does a positive attitude have to do with solving problems? What are some problems I might want to solve? Why do people work? What is a career? What is income? What are taxes? What does education/training have to do with career?</p>	<p>Overarching Enduring Understandings Solving problems involves critical thinking, making a plan and then making sure the plan is carried out. People work in order to support themselves. It is important to choose a career that makes you happy and supplies enough income to pay your bills. Some of the money I make has to be given to the government to pay for things we all use. Taxes help society to function.</p>
<p>Unit Essential Questions How can I tell if there is a problem? What are some ways I can brainstorm by myself and with other people in order to solve a problem? Who can help me solve a problem? How can I use the Internet to find people and organizations that might help me solve a problem? How can my class or family help to solve a problem? Who are some famous problem solvers in history? Which characters in the books I read are problem solvers?</p>	<p>Unit Enduring Understandings I can choose a career path and prepare myself to be successful. A job is something you do to make money. A career involves preparation, positive attitude, advancement, good income and responsibility. Problems that cannot be solved alone can be solved with the help of peers and/or family. I can use ideas for problem solving from the books I read information on the Internet, my family and friends' input and from studying famous problem solvers in history.</p>

<p>What is the difference between a career and a job?</p> <p>How will salary affect my life?</p> <p>Where does the money that I pay in taxes go?</p> <p>What kind of education or training will I need to do in order to have the careers I am interested in exploring?</p>	<p>If I want to have a job that makes me happy and gets me a good paycheck, I have to be well educated.</p> <p>Taxes help to pay for things we all use, like roads and schools.</p>
<p>Unit Rationale</p> <p>Students increasingly need to be able to problem solve individually and collaboratively. They must be given the tools to collaborate, utilize the Internet and manage problem solving plans. One major problem they will soon face is career choice and tackling the educational/training requirements to be successful in their chosen field. Understanding who they are, what makes them feel fulfilled and what their talents and skills are, is a crucial part of their journey to finding the appropriate career path. Part of that process will include the understanding of salary and taxes.</p>	<p>Unit Overview:</p> <p>Students will explore critical thinking and problem solving skills as life long skills; and careers will be explored in terms of choice, salary, taxes and workplace responsibility. They will accomplish these investigations through reading, discussing and studying the careers of literary, scientific, historical figures, as well as family members.</p>
<p>Authentic Learning Experiences :</p> <p>All activities are authentic as they are targeted toward the student’s choice of career. Even exploration of the careers of others falls in this category, because students are continually assessing if that particular career is right for them.</p>	
<p>21st Century Skills and Themes</p> <p>Global: careers that involve global issues like medicine, environment and all of the social sciences</p> <p>Problem Solving: speculation about career choice, self evaluation in terms of proclivity for a certain job, balancing income and taxes</p> <p>Technology: use of the Internet for research and interactive sites; and use of Microsoft package to create graphs, posters, charts and written responses</p> <p>Collaboration: discussion, sharing of career investigations, creation of charts and graphs, paycheck activity</p>	
<p>Unit Learning Targets/Scaffolding to CPIs</p> <p>K-2 students will begin their exploration of careers with a background of information about family and community jobs. When they enter 3rd grade, they will be prepared to investigate career choice, income and grasp a fundamental understanding of taxes. In the upper grades, students will then be prepared to utilize career interest surveys and analysis to plan for a career, acquire the skills necessary for managing income and gain a rudimentary understanding of marketing, advertising, starting a business and finance.</p>	
<p>Key Terms</p> <p>Career: a chosen pursuit of a job or profession that involves a future, promotions and achievements</p> <p>Job: a task or series of tasks that you do in exchange for money</p> <p>Interest/Career Survey: a system designed to aid in the choosing of a career path</p> <p>Workplace: the environment where someone works</p> <p>Employment: a contract between an employer and employee for specific work or services</p> <p>Employer: someone who directs the services of an employee and who pays for those services</p> <p>Employee: someone in the service of a company or an individual and who earns payment for those services</p>	

Collaboration: working with others to solve a problem, complete a task or explore information for a specific purpose

Pay Stub: a printed statement of information concerning an employee's salary usually including payment, deductions for tax, social security, insurance, pension and union dues.

Deduction: an amount subtracted from your pay to cover taxes, insurance, union dues, pension, social security or any other payments you are elect or are required to pay to your employer or the state/federal government

Tax: a fee charged by government used to pay for things society use

Problem: a situation that involves a conflict or something that must be repaired

Solution: a way to end a conflict or fix something that needs repair

Income: the money you make when you have a job or career

Education: acquiring general knowledge, the powers of reasoning and judgment, and the capacity to lead a productive and happy life

Training: acquiring a skill necessary to complete a task or do a job

Instructional Strategies

Lecture

Monitor

Facilitate

Model and demonstrate

Customizing Learning/ Differentiation

Special Needs

Students are engaged in small group work, where students of differing abilities and learning styles should be grouped together. Students act as peer coaches to support students with special needs.

ELL

Allow English Language Learners to play a very active role in selecting their hotspots to study. Many students' families may have immigrated from countries or regions that feature hotspots. The process of sharing their own perspective or cultural ties to their native region's biodiversity is invaluable to the group's work.

Gifted Learners

Offer scientific journal articles as sources for research to gifted students. The vocabulary and writing style is very advanced, but gifted students might be able to garner the needed information and data from these primary sources.

Mainstream Learners

Throughout the unit during class time, plan and hold small learning sessions/work groups where students can selectively attend to learn more about a specific topic. Hold these sessions often, changing the topic every week. Topics can include, but not be limited to using maps, planning an interview, interpreting scientific data, reading graphs and charts, etc. Allow students to select the sessions they would like to attend, based on their perceived need, and they should plan the sessions into their research schedule ahead of time.

Formative Assessments

Guided discussion, drawings, written responses, internet interactive activities

Interdisciplinary Connections

All of the other eight content areas will naturally connect to 21st Century Life and Skills studies. Each content area offers instructors the opportunity to connect the specialized careers associated with them to the ongoing exploration of career choice. Studies of money, income and taxes are most closely related to math at this level.

Resources

novels, short stories and plays that include characters who have careers

content area texts as they apply to specialized careers

http://www.tctc.edu/career_survey/index.html

<http://www.nycareerzone.org/cz/assessment/index.jsp>

<http://www.careerclusters.org/cinterestsurvey.php>

<http://www.bls.gov/k12/>

<http://www.careerleak.com/>

<http://www.goodcharacter.com/NFS/SchoolToWork.html>

<http://www.state.nj.us/health/ohs/>

<http://www.tdbank.com/wowzone/wowzone.asp>

Suggested Activities for Inclusion in Lesson Planning

Read alouds and SSR of literature and informational text that includes characters with specifically stated careers

Discussions about the jobs of family and community members, including those who are a part of elementary school presentations and visitations

Writing prompts can be garnered from the essential questions. As students begin to explore careers, they can be asked to write in the personal narrative genre about their choices, including options, preparation and planning

Drawing - career charts, uniforms, related symbols, story boards

Content Areas – discussions, charts and writing prompts about the specialized jobs related to specific content, as they appear in the curriculum

Writing prompts and discussions of the career histories of famous people

Paycheck activity – brainstorm the needs of a community (i.e. roads, schools, police) each student or group starts with a particular amount of money and then gives back a portion to pay for social needs

Unit Timeline

On going, as 21st Century Life and Careers in grades K-6 is infused throughout the other eight content areas.