

**Unit 3 Title:** Respecting ALL Work

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4    **Time required for each lesson:** 55-70 min.

**Best time of year to implement this Unit:** Throughout school year

**Lesson Titles:**

9<sup>th</sup> Grade: Lesson #1: How I Relate to Others

Materials/Special Preparations Required: Inventory that explores the relationship between self and others and your skills in group activities.

Source: "The How I Relate to Others" is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

10<sup>th</sup> Grade: Lesson #2: Past, Present, Future (biography of your future)

Materials/Special Preparations Required: Computers, Guidelines for completing the Biography activity and materials to make timelines.

Source: The Biography activity is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

11<sup>th</sup> Grade: Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required: Individual list of school and community activities.

12<sup>th</sup> Grade: Lesson #4: Ultimate Senior Project

Materials/Special Preparations Required: Classroom equipped with technology. The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity.

**Missouri Comprehensive Guidance Standard:**

CG7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CG8 Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CG9 Applying Employment Readiness Skills and the Skills for On-the-Job Success

**Grade Level Expectation(s):**

9<sup>th</sup> 7.1 Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

9<sup>th</sup> 7.2 Recognize the sixteen (16) career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.

9<sup>th</sup> 7.3 Analyze and evaluate school and community contributions as they relate to one's career and educational plan.

10<sup>th</sup> 7.1 Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

- 10<sup>th</sup> 7.2 Evaluate a variety of resources to aid in career exploration and planning now and in the future.
- 10<sup>th</sup> 7.3 Analyze and evaluate school and community contributions as they relate to life career goals.
- 11<sup>th</sup> 7.1 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.
- 11<sup>th</sup> 7.2 Utilize a variety of resources to aid in career exploration and planning.
- 11<sup>th</sup> 7.3 Identify personal contributions to a global society to be made as a result of one's life career choices.
- 12<sup>th</sup> 7.1 Utilize knowledge of the world of work; personal interest; and strengths and limitations to develop short- and long-term post-secondary plans.
- 12<sup>th</sup> 7.2 Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.
- 12<sup>th</sup> 7.3 Respect all work as important, valuable and necessary in maintaining a global society.
  
- 9<sup>th</sup> 8.1 Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.
- 10<sup>th</sup> 8.1 Analyze career and educational information to identify the most relevant resources for specific career options.
- 11<sup>th</sup> 8.1 Synthesize information gathered from a variety of sources.
- 12<sup>th</sup> 8.1 Utilize career and educational information in career decision-making.
- 9<sup>th</sup> 8.2 Identify the entrance requirements and application procedures for post-secondary options.
- 10<sup>th</sup> 8.2 Apply knowledge of self to make informed decisions about post-secondary options.
- 11<sup>th</sup> 8.2 Apply research skills to obtain information on training and education requirements for post-secondary choices.
- 12<sup>th</sup> 8.2 Know and understand the levels of training and education required for life career goals.
  
- 9<sup>th</sup> 9.1 Identify situations which would compromise ethical habits in school or work situations.
- 10<sup>th</sup> 9.1 Identify the steps which can be used to resolve ethical issues related to school or work situations.
- 11<sup>th</sup> 9.1 Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.
- 12<sup>th</sup> 9.1 Apply personal, ethical, and work habit skills that contribute to job success.
- 9<sup>th</sup> 9.2 Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.
- 10<sup>th</sup> 9.2 Compare and contrast the post-secondary application process to the job application process.
- 11<sup>th</sup> 9.2 Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.
- 12<sup>th</sup> 9.2 Utilize appropriate job-seeking skills to obtain employment.

**American School Counselor Association National Standard (ASCA):**

Career Development

- A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B: Students will employ strategies to achieve future career goals with success and satisfaction.
- C: Students will understand the relationship between training and the world of work.

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas <ol style="list-style-type: none"> <li>1. develop questions and ideas to initiate and refine research</li> <li>2. conduct research to answer questions and evaluate information and ideas</li> <li>4. use technological tools and other resources to locate, select and organize information</li> <li>5. comprehend and devaluate written, visual and oral presentations and works</li> <li>6. discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. evaluate the accuracy of information and the reliability of its source</li> <li>8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> <li>10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</li> </ol>
X	Goal 2: communicate effectively within and beyond the classroom <ol style="list-style-type: none"> <li>1. plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. review and revise communications to improve accuracy and clarity</li> <li>3. exchange information, questions and ideas while recognizing the perspectives of others</li> <li>7. use technological tools to exchange information and ideas</li> </ol>
X	Goal 3: recognize and solve problems <ol style="list-style-type: none"> <li>4. develop and apply strategies based on one's own experience in preventing or solving problems</li> <li>5. evaluate the processes used in recognizing and solving problems</li> <li>8. assess costs, benefits and other consequences of proposed solutions</li> </ol>
X	Goal 4: make decisions and act as responsible members of society <ol style="list-style-type: none"> <li>1. explain reasoning and identify information used to support decisions</li> <li>3. analyze the duties and responsibilities of individuals in societies</li> <li>6. develop, monitor and revise plans of action to meet deadlines and accomplish goals</li> <li>8. explore, prepare for and seek educational and job opportunities</li> </ol>

**This lesson supports the development of skills in the following academic content areas.**

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues of ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
X	Fine Arts 1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Completion of relationship worksheet, development of a timeline and biography, and a community and school activity list. The Ultimate Senior Project will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.

**Brief Summary of Unit:**

Students will have opportunities to better understand how they relate to others. They will also compare their school and community activities with their goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of life career goals.

**Unit Goals and Objectives:**

The student will respect all work as important, valuable and necessary in maintaining a viable global society.

**Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?**

Concept of the manner in which they relate to others  
 Computer for research and presentation composition