

Unit #1 Title: Working Together	Grade Level: K
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Cooperative Puzzles	
Materials/Special Preparations Required:	
Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4.	
Lesson 2: Helping Others	
Materials /Special Preparations Required:	
Berenstain Bears: Lend a Helping Hand Book (or a similar helping story)	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school. (DOK Level – 2)	
CD.9.B.0K: Identify helper jobs that are available in the classroom. (DOK Level – 1)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

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

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do people need to learn how to play and work with other people?
 Why do people need to be helpers at home and at school?

Unit Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
 The student will identify at least two ways he/she is a helper at home and at school.
 The student will identify at least one classroom helper job.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)
 Indirect (Problem Solving)
 Experiential (Games, Role Playing)
 Independent Study
 Interactive Instruction (Role Playing, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.

Brief Summary of Unit:

Students will learn about working in groups to achieve a goal by completing a puzzle using cooperation skills. Students will discuss helping at home and at school, and will identify the feelings they have when they are helpful.

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

Students will have some previous knowledge of cooperation skills such as sharing, turn-taking, encouraging others; ability to put puzzles together.
 Vocabulary: cooperation/cooperate

<p>Unit #1 Title: Working Together</p> <p>Lesson Title: Cooperative Puzzles Lesson: 1 of 2</p> <p>Grade Level: K</p> <p>Length of Lesson: Flexible (20-30 minutes)</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.A.0K: Identify personal and ethical skills needed to work cooperatively with others in a group at school.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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Materials and Resources (include handouts or supporting documents)

<p>Floor Puzzles or 25-piece jigsaw puzzles, enough to divide the class into groups of approximately 4 Puzzle: 1 puzzle for every 4 students</p>
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems. 3. Develop and apply strategies based on one’s own experience and preventing or solving problems.
X	Goal 4: Make decisions and act as responsible members of society 6. Identify tasks that require a coordinated effort and work with others to complete those tasks.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group and by identifying skills used to complete a puzzle.

Lesson Formative Assessment (acceptable evidence):

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

The student will use participate in the cooperative task and be assessed through observation.

Lesson Preparation

Essential Questions:
 Why do you need to learn how to play and to work with other people?
 What does it look like when a group is working cooperatively?

Engagement (Hook):
 The counselor enters the classroom with puzzles in bags, and asks, “Who likes puzzles?”
 The counselor hands 3 of the puzzle bags to 3 students. Stops and says, “Oops! I don’t have enough puzzles for everyone to have his or her own puzzle. I want everyone to work on a puzzle during our Lesson. What shall I do?” The counselor says, “Hold up your hand if you have a solution for me.” (Encourage and accept several responses and guide to share.)

Procedures

Instructor Procedures/Instructional Strategies:	Student Response/Instructional Activities:
1. When students agree on solution (sharing, working in small groups), assign students to cooperative work groups.	1. Students go to assigned groups.
2. Counselor gives each group one of the puzzles, and instructs the group by role play how to work cooperatively such as turn-taking; sharing; listening; patience; and using kind words.	2. Students will listen and observe.
3. Counselor circulates around the room	3. Students work together to complete their

<p>observing group interactions for examples of cooperative skills. Counselor makes positive comments to reinforce desired behavior. If conflicts or inappropriate interactions occur, counselor encourages students to solve the problem independently, intervening only if conflict seems to escalate.</p> <p>4. When group puzzles are completed, say/ask: “You helped your group be successful. ‘Thumbs up’ if you are proud of your work. What cooperative skills did your group find important in this activity?”</p> <p>5. Summarize the lesson and close.</p>	<p>group’s puzzle using cooperative skills. (Some of the group work would include putting the puzzle away.)</p> <p>4. Students contribute ideas (such as sharing, turn-taking, patience, using kind words).</p> <p>5. Students share closing thoughts.</p>
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Teacher Follow-Up Activities

Teacher can relate the cooperative skills discussed (turn-taking; sharing; caring; using kind words; listening; patience) to other class activities that utilize teamwork such as helping others and cleaning up after activities. Keep the classroom a place everyone can learn safely.

Counselor reflection notes

Unit #1 Title: Working Together	
Lesson Title: Helping Others	Lesson: 2 of 2
Grade Level: K	
Length of Lesson: Flexible (20-40 min.)	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9 Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.0K: Identify helper jobs that are available in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include activity sheets and/or resources)

A story or book about helping (e.g. Bernstein Bears: Lend a Helping Hand Book)
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Show Me Standards: Performance Goals (check one or more that apply)

	Goal 1: Gather, analyze and apply information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion		Tolerance

X	Respect	X	Helping others		
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Lesson Measurable Learning Objectives:

The student will use his/her cooperative skills by working with a group to complete a puzzle.
The student will tell the group at least two classroom helper jobs.

Lesson Formative Assessment (acceptable evidence):

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

The student will tell the names of the classroom helper jobs.

Lesson Preparation

Essential Questions:
How does being a helping person make our home and our school better?
What does it look, sound and feel like to be a helping person at home and at school?

Engagement (Hook):
Counselor introduces a puppet friend who has helped picked out a book to read to the class.
The counselor will then ask the class for a student helper to turn the pages of the book while the puppet “reads” the book.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor reads the book (via the puppet) to the children asking periodic questions to check for comprehension.	1. Students respond to questions.
2. After reading the book, counselor will say to the students, “I would like each of you to describe one time you were a helper at school and at home. (e.g., in the line, on the bus, on the playground, in the cafeterias, home chores). I would like for each of you to describe one time someone else was helpful to you.”	2. Students will describe a time they were helpful and/or someone was helpful to them.
3. The counselor will ask, “How did it feel in your heart when you helped? How did it feel to be helped?”	3. Students will share how they felt helping and being helped.
4. “Our class depends on each of us being helpers. In your classroom, there are jobs	4. Students name classroom jobs and tell why each is important.

<p>every student takes turns doing. What are those jobs? Why are they important?”</p> <p>5. The counselor will summarize by encouraging students to be helpers at home and at school.</p>	<p>5. Students will share closing comments.</p>
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Teacher Follow-Up Activities

The teacher will continue by reading other books associated with helping.
The teacher might emphasize the importance of helpers at school.

Counselor Reflection Notes

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

				L.K.4 L.K.5 L.K.6		
3. The student will identify at least one classroom helper job.		CD.9.A.0K CD.9.B.0K		RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.10 RF.K.2 W.K.8 SL.K.1 SL.K.2 SL.K.3 SL.K.4 SL.K.6 L.K.1 L.K.4 L.K.5 L.K.6	CD C	DOK Level - 2
ASSESSMENT DESCRIPTIONS*:						
The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Cooperative Puzzles Lesson 2: Helping Others					

	<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</u>
	<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 2)	<input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input checked="" type="checkbox"/> Games (Ls. 1) <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit #1 Title: School Jobs, School Success	Grade Level: 1
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Silly School vs. Super School	
Materials/Special Preparations Required: Silly School Story and Super School Story	
Lesson 2: On-the-Job Skills	
Materials/Special Preparations Required: Classroom job activity sheet Dry erase board/SMART board/other visual display Pencil, markers, or crayons	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. (DOK Level- 3)	
CD.9.B.01: Understand how helper jobs are assigned in the classroom. (DOK Level- 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development:	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussion of issues and ideas

	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why do students have jobs in the classroom?
 Why is it important for people to do their jobs well?
 Why is it important to be hones when doing a job?
 Why is it important to finish a job carefully and completely?

Unit Measurable Learning Assessment:

The student will identify three personal, ethical and/or work skills needed for school success.
 The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
 Indirect (Reflective Discussion, Concept Formation)
 Experiential
 Independent study
 Interactive Instruction (Brainstorming, Discussion, Cooperative Learning, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.

Brief Summary of Unit:

Students will learn about classroom jobs and the importance of using effective work habits to be successful at school.

Student Prior Knowledge:

What prior knowledge do students need to be successful in this unit? Students need to have an understanding of the nature of work at school and at home.

Unit #1 Title: School Jobs, School Success	
Lesson Title: Silly School vs. Super School	Lesson: 1 of 2
Grade Level: 1	
Length of Lesson: 20-30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

Silly School Story Super School Story
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussion of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Observation: Students will participate in discussion by answering questions about personal, ethical, and work habits for school success.

Lesson Preparation

Essential Questions:
 Why do students have jobs in the classroom?
 Why is it important for people to do their jobs well?

Engagement (Hook): Introduce a puppet named Silly Susie. Explain that Silly Susie is always goofing around and never gets her work done. Do you think your teacher would pick her for an important school job? Why or why not?

Write these words on the board:

Personal Skills	Ethical Skills	Work Habits
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Does anyone know what these words mean? Explain. The skills on the board are important skills for students or people to have when they are doing their work or job.

Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.

Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.

Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Before the counselor reads the story, the counselor will say, “Silly Susie used to go to school at Silly School. Listen to what the school was like.” The instructor reads the Silly School story. 2. The counselor says, “What did you notice about the students at the Silly School?” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students listen to the story. 2. Students respond...(Possible answers: The students were not responsible and respectful. The students didn’t listen. They
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<p>3. The counselor says, “Were the students at Silly School practicing the three skills (personal, ethical, work habit) on the board? How do you know?”</p> <p>4. Before reading the second story, the counselor says, “One day Silly Susie’s parents decided to move to a new school named Super School. Listen to what this school was like.” The instructor reads the story.</p> <p>5. The counselor says, “What was different about this school? How were the students different?”</p> <p>6. The counselor asks, “Which school do you think has students who were more successful? Why?”</p> <p>7. The counselor continues by saying, “Let’s think about our classroom. Which school do you think the students in our classroom are more like?”</p> <p>8. The counselor asks, “What classroom jobs or responsibilities do you have?” List a few on the board.</p> <p>9. The counselor reviews personal, ethical and work habit skills and how those skills help students perform their jobs like students in “Super School” before ending the lesson.</p>	<p>didn’t do their work neatly or on time.</p> <p>3. Students respond with rationale, e.g., no because the students were unkind, didn’t get their work done, and they were not responsible.</p> <p>4. Students listen to the story.</p> <p>5. Students respond. (Possible answers: The students were friendly. Everyone at Super School got their work done. The students listened to the teacher. They played together nicely and the students were honest.)</p> <p>6. The students respond and providing rationale for responses.</p> <p>7. The students respond. Hopefully the students will respond with Super School. Compare differences in the classroom when the students are more like Silly School/Super School.</p> <p>8. Students share ideas of classroom jobs and responsibilities.</p> <p>9. Students participate in the review by defining personal skills, ethical skills, and work habit skills and describing how using those skills help the classroom be a Super School Classroom.</p>
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Teacher Follow-Up Activities

The teacher will review the student jobs in the classroom and why they are important. The teacher will also share how they assign the jobs throughout the year.

Counselor reflection notes (completed after the lesson)

Silly School Story

Once upon a time, there was a school that was not so great. It was called Silly School. The students at Silly School were not very good about following the rules and they made a lot of mistakes.

Students at Silly School did not do their best work, and they did not finish their work on time. They were not proud of the work they did, but they were too lazy to try very hard. The teachers wanted to be able to tell them they were doing a good job, but that was not the truth. They also did not get good grades because their work was sloppy and usually was not turned in on time.

Silly School's students did not treat each other with kindness and respect. They did not keep their promises, and never helped each other. They did not care about helping to keep their classroom and their school looking good, so everything looked messy. They did not keep track of their own books, pencils, backpacks, coats, and lunch money. They usually did not have the things they needed to do their work well. The students liked the teachers, secretaries, custodians, cooks, and principal. But they were not helpful to them. Whenever they had a helper job, they were sloppy and did not do their best work or finish the job on time. Some of the jobs never got done.

The teachers at Silly School could not count on the students to follow the rules and do the right thing, and the students could not count on each other for help. The students did not care about Silly School; most of them were absent a lot because they did not care about being there every day, and they did not care about learning very much.

Would you be able to learn at Silly School?

Super School Story

Once upon a time, there was a school that was so great it was called Super School. All of the students tried their best to follow the rules and do everything right.

Students at Super School did their best work, and finished their work on time. They were proud of their work, and the teachers told them they were doing a good job. They also got very good grades.

Super School's students were respectful and kind. They kept their promises, and helped each other. They did their best to help keep their classroom and their school looking good. They kept track of their own books, pencils, backpacks, coats, and lunch money. The students loved to help the teachers, secretaries, custodians, cooks, and principal. Whenever they had a helper job, they made sure to do their best work and to finish the job on time.

The teachers at Super School trusted the students, and the students trusted each other. The students loved Super School so much; all of them had perfect attendance because they wanted to be there every day and learn as much as possible.

Would you be able to learn at Super School?

Unit #1 Title: School Jobs, School Success	
Lesson Title: On-the-Job Skills	Lesson: 2 of 2
Grade Level: 1	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.01: Identify and develop personal, ethical, and work habits skills needed for school success. CD.9.B.01: Understand how helper jobs are assigned in the classroom.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Classroom Job</i> Activity Sheet Dry erase board/SMART board/other visual display Pencil, markers or crayons to complete the activity sheet</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussion of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify three personal, ethical and/or work skills needed for school success.
 The student will identify four helper jobs in the classroom by drawing pictures of those jobs.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students verbally will list personal, ethical and work habit skills needed for classroom jobs during discussion.
 Students will draw pictures of helper jobs in the classroom.

Lesson Preparation

Essential Questions:

1. Why is it important to be honest when doing a job in the classroom?
2. Why is it important to complete a job on time in the classroom?
3. Why is it important to do careful and thorough work when completing a classroom job?

Engagement (Hook): Counselor will refer to dry erase board/SMART board/other visual display, or previously prepared poster boards, with the information listed under counselor directions #1 (Personal, Ethical, and Work Habit Skills). Counselor brings uses Silly Susie puppet that students met during Lesson 1. Susie helps review (referring to dry erase board/SMART board/other visual display). “Is Susie still silly? What is a word that better describes her?” (helpful Susie, honest Susie, organized Susie).

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. The counselor will refer to the job skills information presented. Review each skill. <p>Personal skills: helpful, friendly, kind, caring, good listener, and compassion. Ethical skills: honesty, doing the right thing, doing your own work (when working independently) and doing your best work. Work habit skills: neat, organized, completing work and getting work done on time.</p>	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students participate in the review by giving examples of the three skills.
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<p>2. The counselor gives the students a <i>Classroom Jobs</i> Activity Sheet with the instructions, and says, “I want you to write or draw four jobs that students are assigned in your classroom. These are jobs that help your classroom be more like a Super School. (This refers to the story “Super School” which is provided in lesson one of this unit.)</p> <p>3. Once the sheet has been completed the counselor asks students to move into a “Job Sharing Circle.” The counselor will write the classroom jobs listed on the board.</p> <p>4. After the classroom jobs have been identified the counselor selects one of the jobs and asks the students to describe the importance of personal, ethical and work habit skills related to that job. Example: Line Leader Classroom Job: <i>Personal Skills needed:</i> Good leader, polite, good listener friendly and respect for others. <i>Ethical Skills needed:</i> Responsible and good role model and quiet in line <i>Work Habits needed:</i> Travel quickly from one place to another. Faces forward when leading, Give examples from one or two other jobs if time permits.</p> <p>5. Review the importance of classroom jobs and the importance of personal, ethical and work habits when performing classroom jobs.</p>	<p>2. Students complete the activity sheet (Sample classroom jobs could be drawn: Line Leader, Paper Passer, Board Eraser, Book Organizer, Trash Person or Errand Runner)</p> <p>3. The students move into the circle and share one idea from their sheet.</p> <p>4. Students give ideas for the three skills related to the classroom job.</p> <p>5. Students share ideas during the review.</p>
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Teacher Follow-Up Activities

The teacher asks students to share a job they think they would be good at and why they think they would be good at that job.

Counselor reflection notes (completed after the lesson)

CLASSROOM JOBS

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

ASSESSMENT DESCRIPTIONS*:					
Performance Task: Students will demonstrate knowledge of work habits by completing activity sheets and participating in discussion.					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Silly School vs. Super School Lesson 2: On-the-Job Skills				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1) <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1, 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Personal Job Skills	Grade Level: 2
Number of Lessons in Unit: 2	
Time required for each lesson: 30 minutes	
Best time of year to implement this unit: Anytime	
Lesson Titles:	
Lesson 1: School Success	
Materials/Special Preparations Required:	
<i>I Am Wonderful</i> poem written by A. Moffatt	
Activity Sheet <i>Personal Skills for School Success</i> (one copy for each student)	
Crayons, pencils, markers	
Lesson 2: My School Job	
Materials/Special Preparations Required:	
<i>Classroom Helper Job Application</i> Activity Sheet	
Dry erase board/SMART board/other visual display	
Blank pieces of paper for several small groups	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. (DOK Level-2)	
CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom. (DOK Level-3)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
B. Students will employ strategies to achieve future career goals with success and satisfaction.	

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

Why do people need good work habits?
 Why is honesty important at work and at school?
 What makes a good helper?

Unit Measurable Learning Assessment:

The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.
 The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
 Indirect (Concept Formation)
 Experiential (Surveys, Simulations)
 Independent study
 Interactive Instruction (Brainstorming, Discussion)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing the activity sheet.

Brief Summary of Unit:

This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.

Student Prior Knowledge:

What prior knowledge do students need to be successful in this unit?
 Students will need previous knowledge of personal, ethical and work habit skills.

Unit #1 Title: Personal Job Skills	
Lesson Title: School Success	Lesson: 1 of 2
Grade Level: 2	
Length of lesson: 30 minutes	
Missouri Comprehensive Guidance Standard Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

Poem <i>I Am Wonderful!</i> written by Annie Moffatt Activity Sheet <i>Personal Skills for School Success</i> (one copy for each child) Crayons, pencils, markers

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

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives

The student will identify three skills he/she models in each of the three skill areas: personal, ethical, and work habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will demonstrate knowledge of personal, ethical, and work habit skills by indicating personal, ethical and work habit skills on an activity sheet.

Lesson Preparation

Essential Questions:
 Why do people need good work habits?
 Why is honesty important at work and at school?

Engagement: (Hook)
 The instructor will read the poem *I Am Wonderful!* and act it out.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor says, "I am going to read a poem called, <i>I Am Wonderful!</i> - Watch me as I act it out." Counselor reads the poem aloud, and teaches students how to act it out. The counselor continues by saying, "I am going to say it again, this time you say with me." The counselor says, "This poem is about <i>Personal, Ethical and Work Habit Skills.</i> Personal, ethical, and work habit skills are very important every day. Let's say the poem together again." The counselor continues with the discussion by saying, "These are skills that help you to be successful in school or on the job. We've talked a lot about personal skills...Do you know what ethical skills are? Do you know what work habit 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Children listen and watch. Students watches and acts it out with counselor. Students attempt to say the poem and act it out. Students say the poem and act it out. Students give examples of ethical work habit skills (honesty, doing your own work, showing up on time) and positive work habit skills (being organized, completing work, neat work).
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<p>skills are? Instructor writes the terms on the board and continues leading discussion with student examples.</p> <p>Review these skills if they are not shared during the discussion:</p> <p>Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion.</p> <p>Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.</p> <p>Work Habit Skills are skills a person uses to complete an assignment/job. Important work habit skills: neat, organized, completing work and getting work done on time.</p> <p>6. Counselor says, “Now we are going to do an activity sheet about personal, ethical and positive work habit skills. We will do the activity sheet together.</p> <p>7. The counselor facilitates discussion of each type of skill as students complete activity sheet as a group.</p> <p>For example: “Both are personal <i>choices</i>. The best answer is capital A because taking a bath and wearing clean clothes’ is a part of being healthy. You feel better when you are wearing clean clothes, too. “Wearing clean clothes” is a Personal Skill that will help you do better in school because you will look and feel better. If you did not mark capital A, erase the mark you made and make a new mark after capital A “Taking a bath and wearing clean clothes”. Then put your pencil down.</p> <p>8. The counselor reads directions aloud for Part 2 and reviews responses with the class. Correct answers will be discussed.</p> <p>9. In closing, the counselor shares that during the</p>	<p>6. Students complete activity sheets.</p> <p>7. Students will participate in discussion as they complete activity sheet as a group.</p> <p>8. Students continue to complete the activity sheet and discuss answer with the counselor and rest of the class.</p> <p>9. Students share closing comments.</p>
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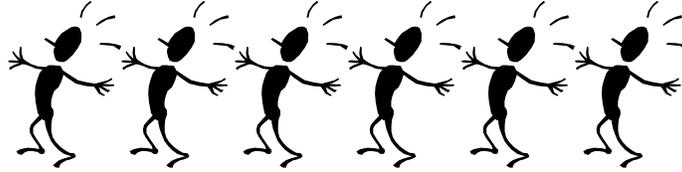
next guidance lesson the class will be discussing classroom jobs.	
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Teacher Follow-Up Activities

The teacher can write the words Personal, Ethical and Positive Work Habits on the chalkboard. Have students make a list of three skills they model in the three skill areas.
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Counselor reflection notes

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I Am Wonderful!
By Annie Moffatt and Friends

I am...
Smart
Happy
Healthy
Snappy!
(Snap fingers three times.)

I am...
Learning
Sharing
Helping
Caring!
(Cross hands over your heart.)

I am ...
Honest
Thoughtful
Tidy
Wonderful!
(Make W's with both hands-first 3 fingers and use that to accentuate each syllable of wonderful.)



Activity Sheet

Name _____

Personal, Ethical and Work Habit Skills For School Success

Part 1:

Mark an X by the *PERSONAL, ETHICAL AND WORK HABIT SKILLS* that will help you be successful in school. Choose the best one on each row.

Part 2:

Once you have completed the checklist go back over the list together with your teacher and classmates and indicate whether the skills are Personal Skills (P), Ethical Skills (E) and Work Habit Skills (WH). Discuss your answers. (Some Personal, Ethical and Work Habit skills may overlap.)

P, E, WH	Skills	Skills	P, E, WH
	A. Taking a bath and wearing clean clothes	a. Wearing dirty clothes.	
	B. Shouting out your thoughts.	b. Waiting your turn to speak.	
	C. Not listening to others talk.	c. Listening to others talk.	
	D. Looking at others when they speak.	d. Not looking at others when they speak.	
	E. Copying another person's work.	e. Doing your own work.	
	F. Asking questions when you don't understand your schoolwork.	f. Not understanding and sitting quietly in class.	
	G. Being bossy.	g. Asking how you can help.	
	H. Washing my hands.	h. Not washing my hands.	
	I. Completing your work on time.	i. Turning your work in late.	
	J. Not brushing my teeth.	j. Brushing my teeth.	
	K. Cheating on a test.	k. Studying for a test with a friend.	
	L. Organizing your work.	l. Having a messy desk.	
	M. Being respectful to others.	m. Being rude to others.	
	N. Keeping a promise.	n. Breaking a promise.	
	O. Using someone's markers without permission.	o. Asking if you can borrow someone's pencil.	

<p>Unit #1 Title: Personal Job Skills</p> <p>Lesson Title: My School Job Lesson: 2 of 2</p> <p>Grade Level: 2</p> <p>Length of lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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Materials and Resources (include handouts or supporting documents)

<p>Activity Sheet: <i>Classroom Helper Job Application</i> (one copy for each student) Dry erase board/SMART board/other visual display Blank pieces of paper for several small groups</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for, and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect				

Lesson Measurable Learning Objectives:

The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
The students will complete a job application using their knowledge of personal, ethical and work habit skills.

Lesson Preparation

Essential Questions:

What makes a good helper?

Engagement: (Hook) Counselor and another adult staff member engage in a role playing situation to show the differences between appropriate interviewing behavior and behavior that will not lead to being hired.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Counselor engages in a brainstorming activity in which classroom jobs are written on the dry erase board/SMART board/other visual display. The instructor will erase one of the jobs and discuss what would happen if someone quit and there was one else to do that job. What would the consequences for the classroom be? 2. The counselor divides the class into small groups. Group roles are reviewed and assigned. 3. The counselor assigns each group one of the classroom jobs from the brainstormed list on the board. The students are asked to come up with personal and work habit skills that would be important to have when assigned this job. 4. The counselor gives the class time to work and informs them that they will be sharing their ideas. 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. The students brainstorm, listing classroom jobs such as: line leader, board eraser, paper passer, etc. 2. Students move into groups and participate in review of group roles. 3. The recorder is assigned to write down group answers on a blank piece of paper. 4. A group leader is asked to share the ideas for each job that the group came up with.
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<p>5. The counselor will hand out the <i>Classroom Helper Job Application</i> Activity Sheet and instruct the students to apply for one of the jobs listed on the board by completing the application.</p>	<p>5. Students will use their knowledge about personal, ethical and work habit skills to complete the <i>Classroom Helper Job Application</i> Activity Sheet.</p>
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Teacher Follow-Up Activities

The students turn in their job application to the teacher. The teacher reviews the job applications and gives feedback to the student. The teacher may want to assign jobs related to personal skills of the students.

Counselor reflection notes

Classroom Helper Job

2nd Grade Job Application

First Name _____

Last Name _____

Age _____ Grade _____ Date _____

Teacher's Name _____

I would like to do these classroom jobs:

I want to be a helper because

I would be a good helper because

Circle your qualities:

Honest

Responsible

Reliable

Neat

Clean

Helpful

Follows Rules

Good Listener

Kind

Teacher Use Only

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Personal Job Skills		SUGGESTED UNIT TIMELINE: 2 Lessons				
This unit reviews basic skills in the areas of personal, ethical, and work habits. Students then compare those skills to school and job success.		CLASS PERIOD (min.): 30 minutes each				
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. Why do people need good work habits? 2. Why is honesty important at work and at school? 3. What makes a good helper? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify three skills he/she models in the three skill areas: personal, ethical, and work habits.		CD.9.A.02: Identify personal, ethical, and work habit skills needed for workers in the community. CD.9.B.02: Identify and apply the steps to obtain helper jobs within the classroom.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level-2 DOK Level-3
2. The student will complete a classroom job application through which he/she identifies personal helper qualities and ethical behavior.		CD.9.A.02. CD.9.B.02.		RF.2.3 SL.2.1 SL.2.2 SL.2.3 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD B	DOK Level-2 DOK Level-3

ASSESSMENT DESCRIPTIONS*:					
Students will demonstrate knowledge of personal, ethical, and work habit skills for school success by completing activity sheet					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: School Success Lesson 2: My School Job				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: School Success Lesson 2: My School Job				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls. 1, 2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input checked="" type="checkbox"/> Simulations (Ls. 2) <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input checked="" type="checkbox"/> Surveys (Ls. 2)	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #1 Title: Skills for Success	Grade Level: 3
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson # 1: Getting Ready for Success, Part 1	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.	
3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”	
Resource 1: Missouri Mule Poem	
Lesson # 2: Getting Ready for Success, Part 2	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students (cut into strips prior to lesson)	
Large Venn diagrams for each group	
Tape for each group	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (DOK Level-2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, 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 6. Discover and evaluate written, visual, and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

	1. Explain reasoning and identify information used to support decisions
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This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How are skills related to success?

Unit Measurable Learning Objective:

The students will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Compare and Contrast, Guided and Sharing-reading, listening, viewing) <input checked="" type="checkbox"/> Indirect (Concept Mapping) <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study (Research Project) <input checked="" type="checkbox"/> Interactive Instruction (Peer Partner Learning, Discussion)
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students categorize skills into group areas of: personal skills, ethical skills, and work habits, and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.</p>

Brief Summary of Unit:

<p>Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.</p>
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Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

<p>What does success mean? Students need knowledge of skills important for school success.</p>
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Unit #1 Title: Skills for Success	
Lesson Title: Getting Ready for Success, Part 1	Lesson: 1 of 2
Grade Level: 3	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials and Resources (include activity sheets or supporting resources)

<p><i>Personal, Ethical, and Work Habit Skills Activity Sheet:</i> Copy and cut skills into strips for each student.</p> <p>3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”</p> <p>Resource 1: Missouri Mule Poem</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Creativity		

Lesson Measurable Learning Objectives

The student will categorize personal skills, ethical skills, and work habit skills.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students verbally respond to the following questions: Which category does each skill fall into? Do skills fall into more than one category?

Lesson Preparation

Essential Questions: How are skills related to success?
Engagement: (Hook)
 Read the *Missouri Mule* poem aloud – Discuss the personal, ethical, and work habit skills (or lack thereof) that the mule exhibits. In the discussion of the mule’s skills, identify the personal skill then hold up the personal skills sign and hang in one area of the room. Do the same procedure with the other two skills.

 Review what personal, ethical and work habit skills are:
Personal Skills are skills about how a person treats themselves or others.
Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.
Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Counselor says, “I have listed some personal, ethical, and work habit skills on slips of paper. Each of the skills will fit into at least one of the categories on the signs: Personal Skills, Ethical Skills or Work Habit Skills. You will each draw out one of the slips of paper. When I say “Show Me”, walk to the appropriate section of the room where your work skill would belong.” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students take a slip of paper, and upon hearing the “Show Me” command they move to the appropriate area of the room.
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<ol style="list-style-type: none">2. Proceed to one of the areas and choose a student to read the skill on his/her slip of paper and explain why he/she went to that area of the room.3. Ask if that skill could also go in another area.4. Follow same routine until all students have shared.5. Close the lesson by having the students rewrite the “<i>Missouri Mule</i>” poem or by writing a poem of their own using the positive Personal Skills, Ethical Skills, and Work Habit Skills shared during the lesson.	<ol style="list-style-type: none">2. Student reads his/her skill and gives the reason he/she went to that area.3. Student identifies other areas that the skill could fit into, and their rationale.4. Students follow same response procedure.5. Students share their poem.
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Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal Skills, Ethical Skills, and Work Habit Skills to the work students do in the classroom.

Counselor reflection notes

Activity Sheet 1

Personal Skills, Ethical Skills, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people’s property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can’t say something nice, don’t say anything at all.		

Resource 1

Missouri Mule Poem

There once was a mule in a field,
His stubbornness was his shield.
He kicked and he fussed,
He rolled in the dust.
So his unhappy fate was sealed.

<p>Unit #1 Title: Skills for Success</p> <p>Lesson Title: Getting Ready for Success, Part 2 Lesson 2 of 2</p> <p>Grade Level: 3</p> <p>Length of Lesson: 30 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.9.A.03: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development C: Students will understand the relationship between personal qualities, education, training, and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p><i>Personal, Ethical, and Work Habit Skills Activity Sheet:</i> Copy for each group of four students—(cut into strips prior to lesson)</p> <p>Large Venn diagrams for each group</p> <p>Tape for each group</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.

Lesson Formative Assessment (acceptable evidence):

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

Students will categorize personal skills, ethical skills, and work habit skills needed for success in work and school by completing a Venn diagram.

Lesson Preparation

Essential Questions:

How are skills related to success?

Engagement: (Hook)

Review of poem and activity from previous session.

Personal Skills are skills about how a person treats themselves or others.

Ethical Skills are skills a person uses when doing the right/wrong thing in different situations.

Work Habit Skills are skills a person uses to complete an assignment/job.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Divide students into groups of 4 and hand out Venn diagram, skill strips, and tape to each group. (Venn diagram has two overlapping circles, one labeled school success skills and the other labeled community worker skills). 2. Instruct students to tape each skill strip in the appropriate category on the Venn diagram. 3. Teacher asks the group to nominate a spokesperson for the group. That person will give a report summarizing their finished Venn diagram. 	<ol style="list-style-type: none"> 1. Students get into their groups. 2. Students tape skill strips in the appropriate category. 3. Within each group, a spokesperson is nominated and that person gives a report summarizing their Venn diagram.

Teacher Follow-Up Activities

Encourage classroom teacher to relate the Personal skills, Ethical skills, and Work Habit skills to the work students do in the classroom.

Counselor reflection notes

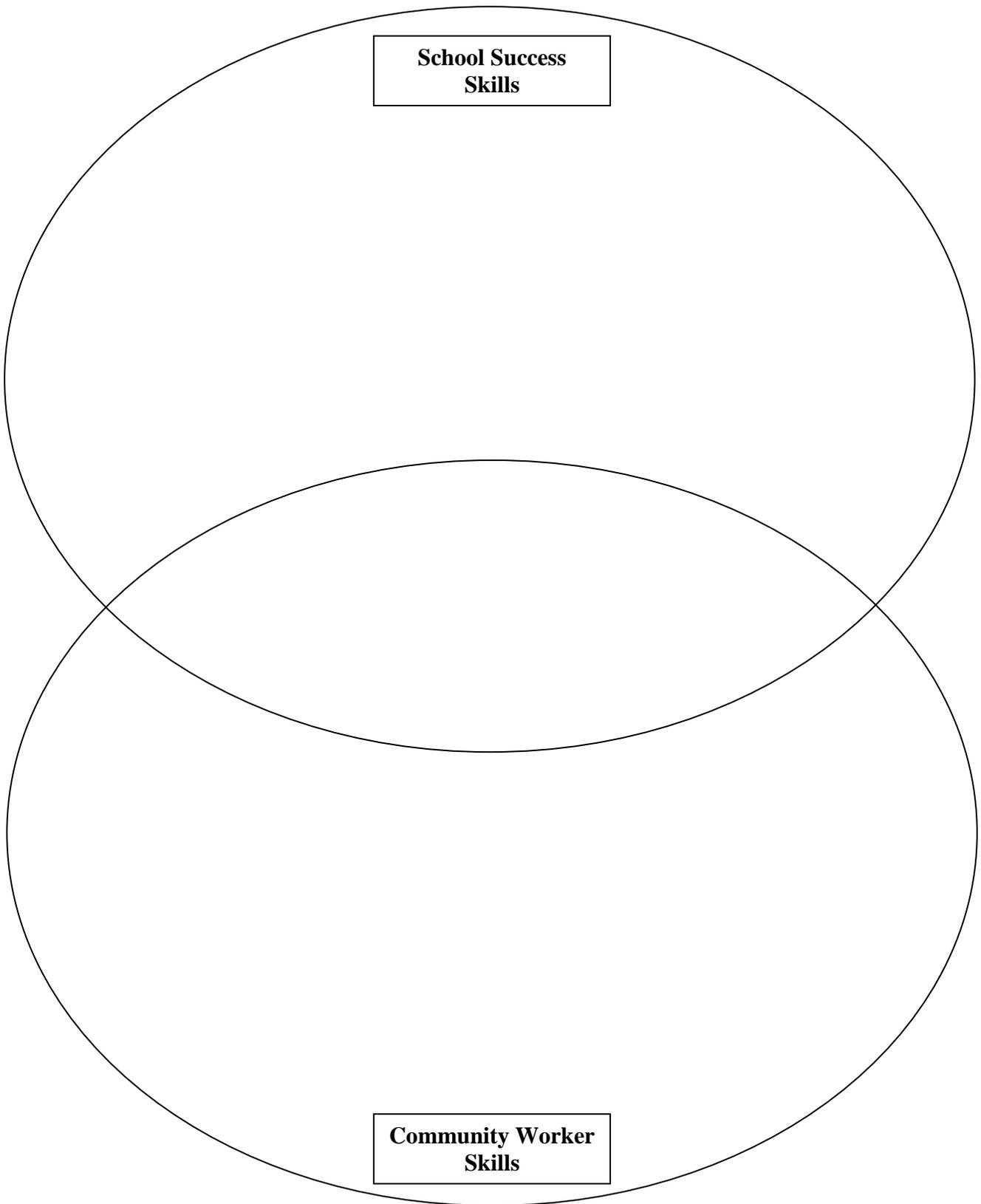
Activity Sheet 1

Personal, Ethical, and Work Habit Skills

Please Note: Skills will likely fit into more than one category.

Personal Skills	Ethical Skills	Work Habit Skills
Cooperation – getting along	Integrity – doing the right thing	Self-advocacy – standing up for what you believe in
Mind your own business	Honesty – telling the truth	Assertiveness – saying what you believe in
Watch out for others	Loyalty – being true to your friends	Punctuality – being on time
Clean Bodies	Apologize for mistakes	Team Work
Clean Clothes	Consideration of others	Perseverance – sticking with something until you get it done
Listening	Respectful of other people’s property	Good Attendance
Helpfulness	Respectful of self	Giving Your Best Effort
Participating	Respectful of others	Communication
Willing to learn new things	Truthfulness	Neatness
Sense of humor	Kindness	Meeting Deadlines
Good sport	Trustworthiness – can be trusted	Fully Completing Work
Positive attitude		Learning From Mistakes
Keep your hands to yourself		
Kind words		
If you can’t say something nice, don’t say anything at all.		

Venn diagram



COURSE INTRODUCTION:

Career Development

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Skills for Success		SUGGESTED UNIT TIMELINE: 2 Lessons				
Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.		CLASS PERIOD (min.): 30 minutes per lesson				
ESSENTIAL QUESTIONS:						
1. How are skills related to success?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLSs	PS	CCSS	OTHER ASCA	DOK
1. The student will categorize personal skills, ethical skills, and work habits skills.		CD.9.A.03 Compare personal, ethical, and work habit skills needed for school success with those of workers in the community.		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level-2
2. The student will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.		CD.9.A.03		RF.3.3 SL.3.1 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.3 L.3.4 L.3.5 L.3.6 1.MD.4	CD C	DOK Level-2
ASSESSMENT DESCRIPTIONS*:						
Students categorize skills into group areas of personal skills, ethical skills, and work habits and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2	See Lessons: Lesson 1: Getting Ready for Success, Part 1 Lesson 2: Getting Ready for Success, Part 2				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1, 2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input checked="" type="checkbox"/> Concept Mapping (Ls. 2) <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1, 2) <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit #2 Title: Worker in our School Community

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

Activity Sheet: *School Job Ranking*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Activity Sheet: *Job Skills*

Activity Sheet: *School Job Ranking* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

Prior to this lesson, students will have had an opportunity to job shadow a school employee

Paper for thank you notes, pencils, crayons, and markers

Activity Sheet: *Thank you*

Activity Sheet: *Job Shadow Reflection*

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school. (DOK Level- 3)

American School Counselor Association (ASCA) National Standard:

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

Why is it important to develop skills to obtain jobs?

Unit Measurable Learning Objective:

The student will identify five skills needed to perform helper jobs within the school system.
 The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
 The student will write a rationale describing possible jobs to shadow.
 The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Unit Instructional Strategies/Instructional Activities:

Direct (Compare and Contrast, Demonstrations, Guided & Shared)
 Indirect (Inquiry, Writing to Inform, Concept Formation)
 Experiential (Field Observations)
 Independent study (Homework)
 Interactive Instruction

Unit Summative Assessment (acceptable evidence):

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

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Brief Summary of Unit:

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

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

Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 1	Lesson 1 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

<p>Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job.</p> <p>Paper and writing materials for students to take notes.</p> <p>Activity Sheet: <i>School Job Ranking</i></p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>5. Comprehend and evaluate written, visual, and oral presentations and works</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers</p>
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States</p> <p>8. Analyze the duties and responsibilities of individuals in societies</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	

X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify five skills needed to perform helper jobs within the school system.
 The student will write a rationale describing possible jobs to shadow.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
 Turn off the lights and turn on a flashlight. Ask a student to hold the flashlight and shine it on the wall. Use your hands to make shadows in front of the flashlight to reflect on the wall. Ask the students: What is this? What is a shadow? What does a shadow do?
 Let some of the students make shadow in front of the flashlight.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Tell the students that in the coming days, they will possibly have the opportunity to “job shadow” with school personnel of their choice in the near future. Ask students if they know what job shadowing means. Why would it be important for students to job shadow people in the working world? If it’s not possible to job shadow individually then the counselor can arrange for small groups or classes to visit different workers in the building (school cook, secretary, custodian, principal, counselor). Explain to the students that today (or this week) they will be listening to several speakers who are members of the school community. These speakers will be discussing the skills necessary for their jobs as well as the tasks they perform on a daily basis.</p> <p>2. Introduce each speaker to the class and the speaker will talk for the allotted amount of time. (3-5 minutes each). Each speaker will follow this format. Speakers will:</p> <ul style="list-style-type: none"> • Introduce themselves and share their job title. • Tell some important responsibilities they have with their job. • Tell what school skills they use on the job (reading, writing, math...) <p>3. After the last speaker, tell the students that between now and the next class session, students need to rank their top three choices and write a paragraph describing their reasons for the choices they made. Develop your own ranking sheet or use the one provided with the lesson <i>School Job Ranking Activity Sheet</i>. The students can write their paragraph on the back of the ranking sheet.</p>	<p>1. Students will listen to the speakers and take notes on the information.</p> <p>2. Students will listen to the speakers and take notes on the information.</p> <p>3. During the remaining time, students begin ranking their choices and writing about their reasons for making those choices.</p>

Teacher Follow-Up Activities

Ask the classroom teacher to allow students time to finish ranking job shadowing preferences and their rationale for their choices.

Counselor reflection notes

Activity Sheet

School Job Ranking Sheet

(Rank your top 3)

- _____ Principal
- _____ Assistant Principal
- _____ Secretary
- _____ Custodian
- _____ Speech Pathologist
- _____ Teacher
- _____ Counselor
- _____ P.E. Teacher
- _____ Media Specialist
- _____ Music Teacher
- _____ Bus Driver
- _____ Art Teacher
- _____
- _____
- _____
- _____

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 2	Lesson 2 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

<p>Student rankings of helper roles and paragraph summary from Lesson 1 Paper, highlighters, colored pencils, or crayons. <i>Job Skills</i> Activity Sheet <i>School Job Ranking</i> Activity Sheet (completed during Lesson 1)</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

<p>The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.</p> <p>The student will write a rationale describing possible jobs to shadow.</p>
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.</p> <p>Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize the information learned about their top three job shadowing choices.</p>

Lesson Preparation

<p>Essential Questions:</p> <p>Why is it important to develop skills to obtain jobs?</p> <p>Engagement (Hook):</p> <p>Ask students for feedback and definitions of job shadowing from their experiences in the previous lesson.</p> <p>Explain the opportunity to job shadow with school personnel of their choice</p>
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Procedures

<p>Instructional Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Tell students that today they will use their ranking sheet, and what they wrote about job shadowing from the previous lesson (<i>School Job Ranking Activity Sheet</i> completed during Lesson 1). Ask several to explain the rationale for their choices. 2. Using the <i>Job Skills Activity Sheet</i>, instruct the students to select their top 3 choices on the <i>School Job Ranking Sheet</i> one member of the school workers and list the skills he or she possesses that would be necessary in the job. Then, instruct 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will discuss what they wrote at the end of Lesson 1. 2. Students will create a comparison list.
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<p>students to use their highlighter to mark the skills that the student possesses now on the 3 top ranked jobs.</p> <p>3. After completion of the of <i>Job Skills</i> activity sheet, instruct the students to identify skills they have in common. Based on this information, re-rank their choices for job shadowing.</p> <p>4. Use their choices in assigning job shadow experiences. Students will be assigned to job shadow for 30 minutes in small groups. If that is not possible then the counselor will adapt the lesson as needed.</p>	<p>3. Students reevaluate their top three choices to make sure they match the skills.</p> <p>4. Students will participate in job shadowing when assignments are made.</p>
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Teacher Follow-Up Activities

Work with the classroom teacher to schedule some time for the students to job shadow a school worker prior to Lesson 3.

Counselor reflection notes

Name: _____ Date: _____

Job Skills Activity Sheet

School Worker _____

List skills needed to be successful at this job.

Unit #2 Title: Workers in Our School Community	
Lesson Title: Me and My Job Shadow, Part 3	Lesson 3 of 3
Grade Level: 3	
Time Required: 30-45 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.03: Identify and apply the steps to obtain helper jobs within the school.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials and Resources (include handouts or supporting documents)

<p>Prior to this lesson, students will have had an opportunity to job shadow a school employee Paper for thank you notes Pencils, crayons, and markers. Activity Sheet: <i>Thank you</i> Activity Sheet: <i>Job Shadow Reflection</i></p>

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals n societies

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to

		institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Upon completion of the job shadowing experience, students will write a three paragraph summary of the experience which will include: A description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, the student will compose a thank you note to the person he or she job shadowed.

Lesson Preparation

Essential Questions:
 Why is it important to develop skills to obtain jobs?

Engagement: (Hook)
 The job shadowing experience will be the engagement for this lesson.

Procedures

<p>Instructional Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Instruct students to complete the <i>Job Shadow Reflection</i> activity sheet, a reflection paper about their job shadow experience. Their reflection will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. 2. Ask the students to share, with a partner, one thing he or she learned during the job 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will complete the activity sheet. 2. Each student will share one thing he or she learned during the job shadowing
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<p>shadowing experience.</p> <ol style="list-style-type: none"> 3. Ask students to turn to another person and share one skill he or she used during the job shadow experience and/or one skill he or she observed the worker use during the job shadow experience. 4. Students will use the <i>Thank you</i> Activity Sheet to write a thank you note to the person he/she job shadowed. 5. Arrange for delivery of thank you notes to the appropriate people by students or you. 	<p>experience.</p> <ol style="list-style-type: none"> 3. Each student will share one skill he or she used or observed during the job shadow experience. 4. Students write thank you notes to the school staff member he or she job shadowed.
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Teacher Follow-Up Activities

Work with classroom teacher to allow time for students to deliver thank you notes.

Counselor reflection notes

Thank You Activity Sheet

Dear _____,

Sincerely,

Job Shadow Reflection Activity Sheet

I did my job shadowing with _____.
(Name)

She/He is a _____.
(Job title, i.e. school librarian)

I observed _____ perform the following tasks:
(Name)

1. _____ (i.e. shelve books)

2. _____ (i.e. check out books)

3. _____ (i.e. sort books)

For a person to be _____, they would need the
(Name)
following skills:

1. _____ (i.e. organization)

2. _____ (i.e. cooperation)

3. _____ (i.e. communication)

Three of the skills I possess the would make me a successful _____

_____ are:
(job/career student selected to shadow)

1. _____

2. _____

3. _____

Two of the things I most enjoyed about shadowing _____

_____ were: _____
(Name of individual the student shadowed)

and _____.

Two things I observed that would be hard for me to perform this career/job

are _____ and _____.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Workers in our School Community Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30-45 minutes per lesson				
ESSENTIAL QUESTIONS: 1. Why is it important to develop skills to obtain jobs?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify five skills needed to perform helper jobs within the school system.		D.9.B.03: Identify and apply the steps to obtain helper jobs within the school.		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level- 3
2. The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

<p>3. The student will write a rationale describing possible jobs to shadow.</p>		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
<p>4. The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.</p>		D.9.B.03		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
<p>ASSESSMENT DESCRIPTIONS*: Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.</p> <p>On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.</p>						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					

1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1: Me and My Job Shadow, Part 1 Lesson 2: Me and My Job Shadow, Part 2 Lesson 3: Me and My Job Shadow, Part 3				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 2) <input type="checkbox"/> Didactic Questions <input checked="" type="checkbox"/> Demonstrations (Ls. 1) <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1) <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1) <input checked="" type="checkbox"/> Concept Formation (Ls. 1) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input checked="" type="checkbox"/> Field Observations (Ls. 2) <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 2) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking)					
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/					
ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf					

Unit #1 Title: Working Together	Grade Level: 4
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Personal and Ethical Skills	
Materials/Special Preparations Required:	
Writing paper and pencils for each student	
Dry erase board/SMART board/other visual display to compile brainstorming ideas	
Chalk or markers as needed	
Lesson 2: Going for the Gold!	
Materials/Special Preparations Required:	
Large blankets (enough for 1 blanket per 5-7 students)	
Gold medal for each blanket, and one for the counselor	
List of words brainstormed in Lesson 1	
An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium).	
Masking tape, paper and pencils	
Stop watch	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people. (DOK Level- 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, 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
	6. Discover and evaluate patterns and relationships in information, ideas, and structures
	8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers
X	Goal 2: Communicate effectively within and beyond the classroom

	3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for, and seek educational and job opportunities

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 and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

What communication skills do people need in order to be successful in the world of work?
How do people show respect for others' ideas and differences?

Unit Measurable Learning Objectives:

Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.
The student will identify two personal and two ethical skills needed to work with diverse groups of people.
The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group of people.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Writing to Inform)
- Experiential (Role-Playing)
- Independent Study
- Interactive Instruction (Brainstorming, Discussion, Problem Solving)

Unit Summative Assessment (acceptable evidence):

Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

Brief Summary of Unit:

Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay. Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.

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

Students need to know how to work in small groups cooperatively and skills needed for success in school and groups.

Unit 1 Title: Working Together	
Lesson Title: Personal and Ethical Skills	Lesson 1 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Writing paper and pencils for each student
Dry erase board/SMART board/other visual display, and markers as needed

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>6. Discover and evaluate patterns and relationships in information, ideas, and structures</p> <p>8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens, and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>3. Develop and apply strategies based on one's own experience in preventing or solving problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>8. Explore, prepare for, and seek educational and job opportunities</p>

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

Academic Content Area(s)		Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will identify two personal and two ethical skills needed to work with diverse groups of people.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will work together and generate a list of skills needed to work with diverse groups of people.

Lesson Preparation

Essential Questions:
 What does it look like when someone doesn't respect another person's ideas and differences?
 What does it look like when someone does respect another person's ideas and differences?
 What communication skills do people need to have to be successful in the world of work?

Engagement (Hook): Select 6 students to stand in front of the class. The counselor will ask, "What does "diverse" mean to you? Is this a diverse group? If so, how is it diverse?" Share how this group is diverse.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
NOTE: This is the first of two lessons. In this lesson students will be working individually; in the second lesson students are assigned a group goal requiring them to work in a group. 1. "What does 'diverse' mean to you?" Write student responses on dry erase	1. Students will brainstorm the meaning of "diversity." Their definitions will

<p>board/SMART board/other visual display. Tell students, “When we work in groups – we work with people who are similar to and different from us in many ways. We call this ‘diversity’. The people in the groups are diverse. For this lesson and the next, we are going to be examining the personal and ethical skills people need in order to accomplish goals through working together. What do you need to do to show respect to and acceptance of other people when working together?” (To stimulate their thinking -- give examples of times when they have or will work in diverse groups.)</p> <ol style="list-style-type: none"> 2. Give each student a sheet of notebook paper. “You have two minutes—write as many skills as you can think of to help you work with diverse groups of people.” Challenge students to brainstorm as many ideas as they can. Let them write for about two minutes. (Save list for lesson 2.) 3. Ask, “How can you respect others’ ideas when you are working together in the large group?” 4. Ask students to volunteer to share items they have listed on their paper and write the responses on the chart or chalkboard. Determine which ideas may not work and which ones are most important when working with others. 5. Review the definition of Personal and Ethical Skills. “Does anyone know what these words mean?” Explain: “The skills on the board are important skills for students or people to have when they are doing their work or job.” <ul style="list-style-type: none"> • Personal Skills are skills about how a person treats themselves or others. Important personal skills: 	<p>represent a broad spectrum of diversity. Diversity of thought, of hairstyle choices, of tastes in music and more.</p> <ol style="list-style-type: none"> 2. Students will write as many skills as they can in two minutes (e.g. listening, taking turns, respect, sharing ideas, accepting ideas). List will be saved for lesson 2. 3. Students listen and share ideas for showing respect for classmates’ responses (e.g. listen, take turns sharing, accepting different ideas and points of view). 4. Students volunteer and share responses. 5. Students will rethink the personal and ethical skills they identified and asterisk those they believe would be most helpful in a group. They will mark with a “P” the skills they need to practice.
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<p>helpful, friendly, kind, caring, good listener, and compassion.</p> <ul style="list-style-type: none"> • Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work. <p>“How would each skill work or not work? What skills need to be practiced?” Challenge students on their ideas or set up situations for role-plays.</p> <p>6. Have students think about what skills they have successfully used in groups in the past. Select students to role-play their situation. “What was effective about the skills you used? What was not effective about the skills you used?” Play devil’s advocate in different situations.</p>	<p>6. Students will describe a situation in which they helped a group solve a problem and a situation in which they did not. Students will volunteer to role-play their situation. They will identify actions “to keep” and actions “to throw-away.”</p>
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Teacher Follow-Up Activities

Encourage classroom teachers to acknowledge the personal and ethical skills students routinely use everyday and to encourage the class to prepare for the next lesson as stated above.

Counselor reflection notes (completed after the lesson)

Unit #1 Title: Working Together	
Lesson 2 Title:	Going for the Gold! Lesson 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.	
American School Counselor Association (ASCA) National Standard: Career Development C. Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p>Large blankets (enough for 1 blanket per 5-7 students) Gold Medal for each blanket, and one for counselor List of words brainstormed in Lesson 1 An area with floor space large enough for blankets to be spaced so as to allow groups room to “maneuver” blankets (e.g. gymnasium). Masking tape, paper and pencils Stop watch</p>

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate patterns and relationships in information, ideas, and structures
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 4. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 6. Identify tasks that require a coordinated effort and work with others to complete those tasks

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)
	Mathematics
X	Social Studies 6. relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives

The student will write an essay describing what they learned while participating in a group activity, including two or more personal and ethical skills needed to work with a diverse group of people.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will participate in a group activity with discussion afterwards concerning their successes and challenges.
 Students will also be expected to write a short essay on what they learned, citing two examples of personal and ethical skills needed to work with a diverse group of people.

Lesson Preparation

Essential Questions:
 Why are appropriate communication skills and respect needed to achieve a common goal?

Engagement (Hook): NOTE: Prior to the lesson prepare large blankets (enough for 1 blanket per 5-7 students) by taping or pinning a ‘gold medal’ to one side of each of the blankets. Spread them out on the floor with medal side “up” as lesson begins.

Counselor wears a gold medal, and holds it up while asking the class: “What does a gold medal mean to you? What might a team have to do to earn a gold medal? (Working together by respecting individual differences, supporting each other, encouraging each other, etc.)

Say, “Raise your hand if you have ever been on an island. What surrounded that island?”
 Today YOU are going on an island adventure with a group of your friends.

Procedures

Instructional Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Place prepared blankets on the floor, medal side up. Say, “Raise your hand if you have ever been on an island. What surrounded that island?” Today YOU are going on an island adventure with a group of your friends. Have groups turn blankets over so the gold medal is on the side to the floor. Have students sit on their blankets. Explain that this is their island, but their gold is on the other side of their island (blanket). They must work together, using helpful personal and ethical skills (e.g. acceptance, taking turns, sharing responsibility), to turn the entire blanket over to get to the gold without sacrificing anyone to the “shark infested water” (falling off the blanket). If anyone falls off, they must start over. 2. Tell students to begin. Use stopwatch to time groups. After 2 or 3 minutes of working, stop the process and ask: “What is working? What isn’t working?” What can you do differently to accomplish your goal? Plan as a group.” Tell students they have 4 minutes to accomplish goal. On signal, restart process (and stopwatch) note when each group completes the task. 3. Tell students how much total time it took each group. Have each student draw a “T-chart” on paper. Label one column: “This was effective”, and the other column “This wasn’t effective.” Give students 2 or 3 minutes to reflect and make notes on their “T-chart.” Discuss what was effective and what was not, and what they learned. “What kind of communicator were you? What was effective/not effective? What would you do differently? What personal 	<ol style="list-style-type: none"> 1. Students listen to directions. 2. When told to begin, students work together to turn the blanket over to get to the gold without anyone falling off into the water. Students will talk within groups to determine what is working and what is not and how they will revise their plan of action to more readily reach the “gold.” 3. In their groups, students will complete “T-charts” individually, and then discuss as a group using the questions counselor asks as prompts for group discussion.

<p>and ethical skills were/were not used?” Facilitate the discussion.</p> <p>4. Ask students to review their individual brainstorming list from Lesson 1. How has thinking changed since they made that list? What new personal and ethical skills would they add? Take away?</p> <p>5. Give students directions for their written essay: “Going for the Gold: What I Have Learned About Working In Diverse Groups”</p> <p>NOTE: There may not be time for students to write essays during this period. You may want to plan another session on this topic. Another option: Work with classroom teacher to use the essay as a writing assignment.</p>	<p>4. Students will compare their individual ideas with their actual experiences in evaluating what personal and ethical skills are needed when working in a group.</p> <p>5. Students will write essays: “Going for the Gold: What I Have Learned About Working In Diverse Groups.”</p>
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Teacher Follow-Up Activities

Prior to lesson, talk with classroom teacher about using the written essay as a classroom writing assignment. Encourage classroom teacher to talk about personal and ethical skills in relation to individual and group assignments.

Counselor reflection notes (completed after the lesson)

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Working Together</p> <p>Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay.</p> <p>Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes per lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What communication skills do people need in order to be successful in the world of work? 2. How do people show respect for others ideas and differences? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify two personal and two ethical skills needed to work with diverse groups of people.</p>		<p>CD.9.A.04: Demonstrate personal and ethical skills needed to work with diverse groups of people.</p>		<p>RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6 3.MD.1 4.MD.2</p>	<p>CD C Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level- 2</p>
<p>2. The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group</p>		<p>CD.9.A.04</p>		<p>RF.4.3 W.4.1 W.4.4 SL.4.1 SL.4.2 SL.4.4</p>	<p>CD C</p>	<p>DOK Level- 2</p>

of people.				L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6		
ASSESSMENT DESCRIPTIONS*: Students' communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2	See Lessons: Lesson 1: Personal and Ethical Skills Lesson 2: Going for the Gold!					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls.	

				<input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	1, 2) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit #2 Title: Presenting: Me!	Grade Level: 4
Number of Lessons in Unit: 2	
Time Required for each lesson: 30 minutes	
Best time of year to implement this Unit: Anytime	
Lesson Titles:	
Lesson 1: Who Is the Best Person for the Job?	
Materials/Special Preparations Required	
Room to work in groups.	
Dry erase board, smart board, or other	
<i>Personal Portfolio Folder</i> (plan folder students can design and decorate)	
<i>Personal Portfolio Profile</i> Activity Sheet	
Lesson 2: Who Really Gets Hired?	
Materials/Special Preparations Required	
Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).	
Sample Resume' and Portfolio information for display or projection	
<i>Personal Portfolio Folder</i> (from Lesson 1)	
<i>Interview Questions</i> Activity Sheet	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE):	
CD.9.B.04: Identify the components of a portfolio. (DOK Level- 1)	
American School Counselor Association National Standard (ASCA):	
Career Development	
C: Students will understand the relationship between personal qualities, education, 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 1. Develop questions and ideas to initiate and refine research 5. Comprehend and evaluate written, visual, and oral presentations and works 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace

	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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) 6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
Science	
Health/Physical Education	
Fine Arts	

Unit Essential Questions:

How do employers select employees? What types of information would an employer need about a job applicant? How does a person prepare for getting a job?
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Unit Measurable Learning Objectives:

The student will identify all components of the Personal Portfolio Profile. The student will begin development of a Personal Portfolio Folder.

Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Guided & Shared-reading, listening, viewing, thinking) <input type="checkbox"/> Indirect (Inquiry, Writing to Inform, Concept Formation) <input checked="" type="checkbox"/> Experiential (Role Play) <input checked="" type="checkbox"/> Independent study (Learning Logs) <input checked="" type="checkbox"/> Interactive Instruction (Role Play, Brainstorming, Discussion, Cooperative Learning, Interviewing)
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Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a <i>Personal Portfolio Folder</i> by completing a <i>Personal Portfolio Profile and Interview Questions Activity Sheets</i>.</p>
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Brief Summary of Unit:

Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that needs to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.

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

Students need to be able to work in cooperative learning groups.

Students need to know the steps in obtaining helper jobs in school.

Students need to know the skills necessary for success in school.

<p>Unit #2 Title: Presenting: Me!</p> <p>Lesson Title: Who Is the Best Person for the Job? Lesson 1 of 2</p> <p>Grade Level: 4</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success.</p> <p>Grade Level Expectation (GLE): CD.9.B.04: Identify the components of a portfolio.</p> <p>American School Counselor Association National Standard (ASCA): Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Room to work in groups. A variety of media available for student presentations (chart paper, poster board, markers, and/or technology) <i>Personal Portfolio Folder</i> (plan folder students can design and decorate) <i>Personal Portfolio Profile Activity Sheet</i></p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information, and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
X	Social Studies 6. Relationships of the individual and groups to institutions and cultural traditions
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting	X	Creativity

Lesson Measurable Learning Objectives

The student will identify three interests, talents, strengths, and two goals for the future by completing a personal portfolio profile.
 The student will begin development of a Personal Portfolio Folder.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Groups of four students will role play the part of managers of a new company, needing to hire employees. They will brainstorm what they believe is important information to know about a future employee and share their list with the class.
 Students will design their own *Personal Portfolio Folder* and complete a *Personal Portfolio Profile*

Lesson Preparation

Essential Questions: How do employers select employees? Or What types of information would an employer need about a job applicant?

1. **Engagement (Hook):** Ask for two or three volunteers. Tell the volunteers they are going to magically move 20 years into the future with the wave of your hand. Tell them they are going to be managers of a business or company in the world (let them select their company name). Students will pretend they are managers using adult professional behavior. They will contribute ideas respectfully with the class. Tell the managers every person they interview is going to have a Portfolio. Does anyone know what a portfolio is? (e.g. a folder, file or case with information about that interviewee’s personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). What qualities would you look for in your perspective employee’s portfolio? What would you want to know about someone you were going to hire?” Have the managers respond and then have students to share additional ideas in small groups. Ask three or four groups to share their ideas. Re-direct students who are off-track or asking questions that are illegal (e.g., How old are you? What church do you attend?).

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Divide class into groups of 4. Say: “You have just become managers of a new company. You and your management team will be making decisions about hiring new employees. First of all, take a few minutes</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will demonstrate personal and ethical skills as they decide on their new company’s name and product.</p>
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<p>to decide, the name of your company and its purpose (e.g. a chocolate factory or an amusement park).”</p> <p>2. Students have prior knowledge about what makes a good worker. Activate their knowledge by asking thought provoking questions about previous experiences.</p> <ul style="list-style-type: none"> • What have you learned about being a successful student? • What do you remember about the personal and ethical skills workers need to have? • About the training and education needed for specific kinds of jobs? <p>3. Have students think about the skills needed by employees of their new company. (Provide each group large pieces of paper and markers) Choose a recorder for each group. In their groups, students will brainstorm a list of ideas. Coach them by asking if they have included specific job skills as well as personal and ethical skills. Have they included past experience and training? Help students play the part of managers Review Personal and Ethical Skills if necessary. Personal Skills are skills about how a person treats themselves or others. Important personal skills: helpful, friendly, kind, caring, good listener, and compassion. Ethical Skills are skills a person uses when trying to do the right thing in different situations. Important ethical skills: honesty, doing the right thing, doing your own work and doing your best work.</p> <p>4. Students will develop a <i>Personal Portfolio Folder</i> (design and decorate). Students will review their group formed lists and</p>	<p>2. Students will share information learned.</p> <ul style="list-style-type: none"> • Completing work, organized, neat, good listener, responsible. • Helpful, doing the right thing, doing your best. • It is important to have a good education and the right training to do the job right. <p>3. Students will develop individual lists and contribute to the brainstorming of group ideas.</p> <p>4. Working as a contributing team member, students will participate in discussion of the workers they want to</p>
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<p>determine what is most important and what is not important. What traits might you have missed? Have students think about what type of profile they have created.</p> <p>5. Students are then given time to complete their own <i>Personal Portfolio Profile</i> Activity Sheet to put in the folder.</p> <p>6. Students are encouraged to keep their folder and add additional information about themselves throughout the year (e.g. progress reports, personal essays, other important information). The folders will be used in the next lesson.</p>	<p>hire, and share with the class.</p> <p>5. Students complete their Personal Portfolio Profile and share their information with the class or a partner if time permits.</p> <p>6. Students put their folders in a safe place to add information during the next lesson and also throughout the school year.</p>
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Teacher Follow-Up Activities

Teacher should remind class of good worker behaviors that they use in class, such as punctuality, manners, neatness, honesty, doing a good job. Teacher will review students' Personal Portfolio Folder and encourage them to put information in the folder throughout the year.

Counselor reflection notes (completed after the lesson)

Activity Sheet



Personal Portfolio Profile

Student's Name: _____ Date: _____

I am interested in these things:

My special talents are:

My personal and ethical strengths:

My goals for the future (short-term or long-term)



Unit #2 Title: Presenting: Me!	
Lesson Title: Who Really Gets Hired?	Lesson 2 of 2
Grade Level: 4	
Length of Lesson: 30 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success.	
Grade Level Expectation (GLE): CD.9.B.04: Identify the components of a portfolio.	
American School Counselor Association National Standard (ASCA): Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

<p>Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).</p> <p>Projection (through use of transparency or electronic means) of a sample resume' and information from a portfolio.</p> <p><i>Interview Questions</i> Activity Sheet</p> <p><i>Personal Portfolio Folder</i> (from Lesson 1)</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>1. Develop questions and ideas to initiate and refine research</p> <p>5. Comprehend and evaluate written, visual, and oral presentations and works</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>3. Exchange information, questions, and ideas while recognizing the perspectives of others</p> <p>6. Apply communication techniques to the job search and to the workplace</p>
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The student will write two questions to be used for interviewing an employer.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
 Students will ask appropriate questions (using the *Interview Questions* Activity Sheet) about what an employer looks for in an employee and how he or she verifies information. Following the interview with the employer, students will compare their criteria for employees with what they learned from businessperson.

Lesson Preparation

Essential Questions: How does a person prepare for getting a job?
Engagement (Hook): Prior to the guest speaker’s arrival, the counselor will show students a copy of the Guest Speaker’s Resume’ (in brief form...personal qualities, education, training, work experience). The counselor will work with students to develop interview questions to be asked of the employer using the “Interview Questions” activity sheet. Guide students to consider questions that will help them learn what is in a portfolio (e.g., What personal strengths do you bring to this job? What is your past work experience? Where did you get your training? How do you know a person gets along with other people?) Review what a portfolio is and should have in it? (e.g. a folder, file or case with information about that interviewee’s personal qualities, education, training and work history. The interviewee should provide sample documents of their work or studies). Review the information from the students Personal Portfolio Folder used in Lesson 1.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Introduce speaker and open the interview. Be prepared to coach students in the asking of questions if they have not participated in an interview. Use questions from the “Interview Questions” activity sheet.	1. Students welcome guest speaker.
2. Students will be selected to ask certain	2. Students will ask questions that are

<p>questions written on their “Interview Questions” activity sheet. After the interview, synthesize the information the businessperson provided about portfolios with the criteria the students identified in Lesson I.</p> <p>3. Ask students to consider questions such as: What did you learn about what is important for employers to know about a future employee? Why were those items important to know?</p> <p>4. Why were others not so important to know? How have your ideas changed since you made your first list? What new information did you learn?</p> <p>5. Close lesson by talking about a portfolio as a way to present himself or herself to an employer. Encourage students to keep their Personal Portfolio Folder up to date, ask them to evaluate the contents to determine what a teacher/employer might say about them if the portfolio was the only information available.</p>	<p>relevant to discussion of hiring employees.</p> <p>3. Students will participate in discussion of prior learning and new learning.</p> <p>4. Students will generate their own ideas as well as answer your questions.</p> <p>5. Students will continue the critical thinking process.</p>
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Teacher Follow-Up Activities

Encourage students to add items and projects to their portfolio regularly.

Counselor reflection notes (completed after the lesson)

Activity Sheet

Interview Questions

Question 1: _____

Answer and comments: _____

Question 2: _____

Answer and comments: _____

Comments about information shared during the interview.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Presenting: Me!</p> <p>Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that need to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 30 minutes per lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> How do employers select employees? What types of information would an employer need about a job applicant? How does a person prepare for getting a job? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify all components of the Personal Portfolio Profile.		CD.9.B.04 Identify the components of a portfolio.		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 1
2. The student will begin development of a Personal Portfolio Folder.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2	CD C	DOK Level- 1

				L.4.3 L.4.4 L.4.5 L.4.6		
3. The student will write two questions to be used for interviewing an employer.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6	CD C	DOK Level- 1
ASSESSMENT DESCRIPTIONS*:						
Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a Personal Portfolio Folder by completing a Personal Portfolio Profile and Interview Questions Activity Sheets.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					

<p><u>Direct:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2) 	<p><u>Indirect:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure 	<p><u>Experiential:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys 	<p><u>Independent Study</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls. 1, 2) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers 	<p><u>Interactive Instruction</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1) <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2) <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 2) <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>				

Unit #1 Title: Let's Investigate

Grade Level: 5

Number of Lessons in Unit: 2

Time Required for each lesson: 45 minutes

Best time of year to implement this Unit: Any time after first quarter

Lesson Titles:

Lesson 1: Career Investigators

Materials/Special Preparations Required:

Access to the *Occupational Outlook Handbook (online version)*, the *GOALS Toolkit*, Missouri Connections online resource, or other career information resources.

Activity Sheet: *Career Paths: Working Together in Our Community*

Activity Sheet: *Career Investigation*

Sample Career Cards

Lesson 2: Putting the Clues Together—Jonny's Portfolio

Materials/Special Preparations Required:

Example materials for Jonny/Jenny Jones

File folders for example materials

Activity Sheet: *How Did Jonny Do?*

Folders for students

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying skills for career readiness and success

Grade Level Expectations (GLEs):

CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. (DOK Level - 3)

CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers. (DOK Level - 3)

CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. (DOK Level - 4)

CD.9.B.05: Identify the skills needed to develop a portfolio. (DOK Level - 1)

American School Counselor Association (ASCA) National Standard:

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 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace
X	Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

What are the roles and responsibilities of workers from the different career paths? In what way are those roles/responsibilities alike? Different? What education is needed for workers, who pursue a specified career? What are personal, ethical, and work habit skills that students can develop and/or improve upon? What do the materials in your portfolio say about you?

Unit Measurable Learning Objectives:

The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.

The students will compare and contrast the training and educational requirements for a variety of careers.

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.

The student will identify and apply the skills needed to develop a portfolio.

The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Unit Instructional Strategies/Instructional Activities:

Direct (Guided & Shared-Reading, Listening, Viewing, Thinking)

Indirect (Writing to Inform)

Experiential

Independent study (Research Projects)

Interactive Instruction (Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.

The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Brief Summary of Unit:

The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities.

During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.

What prior knowledge do students need to be successful in this unit?

Students need to have an understanding of personal, ethical, and work skills.

Unit #1 Title: Let's Investigate	
Lesson Title: Career Investigators	Lesson: 1 of 2
Grade Level: 5	
Length of Lesson: 45 minutes (this lesson may require two sessions, depending on the group)	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education	
Grade Level Expectations (GLEs): CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths. CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.	
American School Counselor Association (ASCA) National Standard: Career Development B: Students will employ strategies to achieve future career goals with success and satisfaction	

Materials (include activity sheets and/ or supporting resources)

Access to the <i>Occupational Outlook Handbook (online version)</i> , the <i>GOALs Toolkit</i> , Missouri Connections online resource, or other career information resources. Activity Sheet: <i>Career Paths: Working Together in Our Community</i> Activity Sheet: <i>Career Investigation</i> <i>Sample Career Cards</i>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.
 The students will compare and contrast the training and educational requirements for a variety of careers.

Lesson Formative Assessment (acceptable evidence):

The student will share the results of his/her research by describing what the worker does and by contributing to the class activity.

Lesson Preparation

Essential Questions:
 What are the roles and responsibilities of workers from the different career paths?
 In what way are those roles/responsibilities alike? Different?
 What education is needed for workers, who pursue a specified career?

 NOTE: The counselor may need to enlist the assistance of a classroom teacher or other adult with this lesson.

Engagement (Hook): “I have a deck of cards with me, but these are not typical playing cards.”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Pair each student with a partner. “When you and your partner get a card, try to keep the career a secret from the other groups. We will reveal that information later in our activity.” 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will follow instructions.
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<p>Pass out cards – one per pair. The cards may be color-coded to match the various career paths.</p> <p>NOTE: Samples are included with this lesson, but the counselor may tailor this activity to the other resources he/she has available.</p> <p>2. Give one copy of the <i>Career Paths</i> information to each pair of students for reference. Review the information regarding the career paths. “Talk with your partner and decide which career path goes with your career. Do you have enough information to decide?”</p> <p>3. Present students with the <i>Career Investigation</i> activity sheet - one per student team.</p> <p>“You and your partner are going to be detectives. Your job is to find information about the career that you have been given.” Give students instructions on how they are to complete the activity sheet. Students may need explanation regarding some of the terms, such as <i>on-the-job training, apprenticeship, trade/technical education, and seasonal employment.</i></p> <p>Distribute materials to students or have them go to the online resource to begin their investigation.</p> <p>4. “You have been investigating a career. Now we will hear from each of the groups. What is the name of the career? What is the career path? What does the worker do?”</p> <p>5. “We have a lot of careers that we have studied. Now we are going to discover how they are alike and how they are</p>	<p>2. Students will ask questions as needed. Students will determine whether they have enough information.</p> <p>3. Students will summarize what the worker does. They will circle those descriptors that apply to the occupation they are investigating.</p> <p>4. Each student team will report on the information gathered from their investigation.</p> <p>5. Students will move to designated areas in response to prompts from the counselor.</p>
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<p>different.” Designate corners of the room to allow student teams to “vote with their feet.”</p> <p>6. “Move to ___ if your career does not require a high school diploma.”</p> <p>“Move to ___ if your career requires a high school diploma.”</p> <p>“Does the career involve on-the-training or apprenticeship? Move to ____.”</p> <p>“Does your career require trade or technical education? Move to ____.”</p> <p>“If your job requires a college degree, move to ____.”</p> <p>Once the groups have sorted themselves out, ask them to identify the career and compare the number of careers and career paths that are represented. Did members of the same career path end up in the same group?</p> <p>Continue this process for the next three categories. The counselor may break down the larger categories into smaller parts to make the sorting process more manageable. Such as, working in the city compared to working in the country.</p> <p>7. What are some ways that jobs in careers paths can be the same? How are they different? What else did you learn today?</p>	<p>6. Students will move to the designated areas as the descriptors are called, which correspond to the career that they have investigated.</p> <p>7. Students respond.</p>
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Teacher Follow-Up Activities

Teacher will review students’ activity sheets and may need to allow time for completion before the next session.

Counselor reflection notes (completed after the lesson)

Sample Career Cards

Professional Athlete	Graphic Artist
Advertising Sales Manager	Personal Financial Advisors
Civil Engineer	Construction Equipment Operator
EMT or Paramedic	Chiropractor

Agricultural & Food Scientist	Conservation Agent
Event Planner	Childcare Worker

Human Services: Event Planner	Childcare Worker
Agriculture/Natural Resources: Agricultural & Food Scientist	Conservation Agent
Health Services: EMT or Paramedic	Chiropractor
Industrial Engineering & Technology Construction Equipment Operator	Civil Engineer
Business Management & Technology Advertising Sales Management	Personal Financial Advisors
Arts & Communication Professional Athlete	Graphic Artist

Career Paths: Working Together in Our Community



Business Path (Business, Management & Technology)

People who like to work with numbers and be organized



Creative Path (Arts & Communications)

People who like to draw, write, or perform



Nature Path (Natural Resources/Agriculture)

People who like to work outdoors with plants and animals



Fixing & Building/Technology Path (Industrial & Engineering Technology)

People who like to figure out how things work and build things



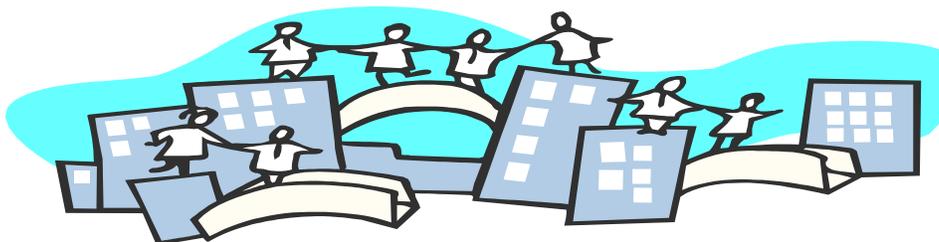
Helping Path (Human Services)

People who like to work with people to make things better for others



Health Path (Health Services)

People who like to care for animals and people



Career Investigation

Career

Career Path

What they do: _____

Circle the statements that describe the job you are researching.

Education required:

no high school diploma	high school diploma
on-the-job training	trade or technical education
apprenticeship	college degree

Work conditions:

works mainly in the city	works mainly in the country
works inside	works outside
works in an office	work that involves traveling
works alone	works with other people
works in a safe place	works in a dangerous place

Work hours:

part-time (less than 40 hrs/wk)	seasonal (work hours vary widely)
full-time (40 hrs/wk)	works overtime (more than 40 hrs/wk)

Median Pay:

less than \$10,000/year	\$10,000 to \$30,000/year	\$30,000 to \$60,000/year
\$60,000 to \$90,000/year	\$90,000 to \$120,000/year	more than \$120,000/year

<p>Unit #1 Title: Let’s Investigate</p> <p>Lesson Title: Putting the Clues Together-- Jonny’s Portfolio Lesson: 2 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: 45 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying skills for career readiness and success</p> <p>Grade Level Expectations (GLEs): CD.9.A.05: Apply personal, ethical, and work habit skills needed for success in any school or work environment. CD.9.B.05: Identify the skills needed to develop a portfolio.</p> <p>American School Counselor Association (ASCA) National Standard: 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</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Example materials for Jonny/Jenny Jones File folders for example materials Activity Sheet: <i>How Did Jonny Do?</i> Folders for students</p>

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

X	<p>Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity 6. Apply communication techniques to the job search and to the workplace</p>
X	<p>Goal 3: Recognize and solve problems 2. Develop and apply strategies based on ways others have prevented or solved problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p>
X	<p>Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p>

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives

The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.
 The student will identify and apply the skills needed to develop a portfolio.
 The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will demonstrate an understanding of personal, ethical, and work habit skills through group discussion.
 The student will demonstrate an understanding of the materials commonly stored in a personal portfolio.

Lesson Preparation

Essential Questions:
 What are personal, ethical, and work habit skills that students can develop and/or improve upon?
 What do the materials in your portfolio say about you?

Engagement (Hook):
 The counselor comes into the classroom, looking somewhat harried and distracted. “Students, I have so much to do today. One of my students has asked me to check through his portfolio and let me know what I think about his work so far. I would really appreciate your help with this project.”

NOTE: Before the lesson, prepare portfolios with cut out materials from Jonny Jones. Crumple up one of the papers, and flatten it out so that the paper is creased.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Divide students into work groups of three to four students each. Give each group a folder, containing the materials for Jonny/Jenny Jones.</p> <p>“Jonny and Jenny Jones are twins in the fifth grade. <i>Jonny</i> has brought his portfolio folder in for me to review. A portfolio is a folder, binder, or other file that holds a collection. A student portfolio should contain examples of materials that would give someone an idea of what type of student and worker Jonny is.”</p> <p>2. “Our job today is to review the materials in Jonny’s portfolio and decide what story his papers would tell us, if we were thinking about hiring him for an after-school job. A form is enclosed in Jonny’s folder, so that you can take notes on your findings.”</p> <p>Check for understanding, then have students begin task.</p> <p>3. Once students have completed the task, they will discuss their findings with the class. There may be some disagreement among the groups, such as, was <i>Jenny’s</i> award placed in <i>Jonny’s</i> portfolio by mistake? Or did Jonny take her award?</p> <p>4. Once discussion is complete, review the items commonly found in portfolios. Distribute folders for students to use to begin compiling their own personal portfolios. Designate an area, either in the classroom or the counselor’s office where files will be stored, yet students can still have access.</p>	<p>1. Students will move into work groups and listen to the story of Jonny.</p> <p>2. Students will then complete the activity sheet, <i>How Did Jonny Do?</i>.</p> <p>3. Students will contribute to the discussion.</p> <p>4. Students will list possible items that they may want to place in their portfolios.</p>

Teacher Follow-Up Activities

Remind students that the portfolios are available for them to store copies of important documents.
--

Counselor reflection notes (completed after the lesson)

How Did Jonny Do?

Most portfolios contain the following items. Does Jonny's portfolio contain these?
(Check off those you find.)

- Awards and certificates
- Honor Roll information
- Grade reports
- Career inventories and research
- Sample projects/papers

What story do Jonny's papers tell you?

Work Habits:

1. Is Jonny a careful worker? Yes No

What are your clues?

2. Do you think Jonny will show up to work every day? Yes No

What are your clues?

4. Do you think Jonny takes pride in his work and always tries his best? Yes No

What are your clues?

Personal Skills:

5. Do you think Jonny is a caring person? Yes No

What are your clues?

6. Do you think that Jonny always does the right thing? Yes No

What are your clues?

Ethical Skills:

7. Do you think Jonny is honest? Yes No

What are your clues?

8. Do you think Jonny can be trusted to finish a job? Yes No

What are your clues?

What advice would you give Jonny if he asked you for help?

NAME No Name Jonny? GRADE 4

WHERE DO I FIT???

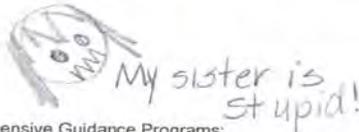
Fourth Grade Self-Assessment

Ever wonder what you'll do best when you grow up? Do you think about your skills and talents and which ones will lead you to a career? Learning about ourselves is very important as we make decisions about the future. On this Activity Sheet, mark a "Y" for yes, "N" for no, or "M" for maybe for each item. Make sure your answers are honest and meaningful.

1. Do you like to work with:
 - a. Y tools
 - b. Y animals
 - c. n science
 - d. n people
 - e. n numbers
 - f. n words
 - g. X machines
 - h. X musical instruments
 - i. m computers
 - j. n plants



2. Do you like to:
 - a. Y be outdoors
 - b. n be inside
 - c. Y move around a lot
 - d. Y stay in one place
 - e. Y be with other people
 - f. Y spend time alone
 - g. Y make/fix things
 - h. Y talk to people



Missouri Comprehensive Guidance Programs: Linking School Success to Life Success
To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

Johnny Jones

(C+)

What I Want to be when I Grow up

Incomplete
 ↳ A fire fighter 'CUZ they are cool! They get to wear special gear to keep them safe. My friend's dad works at the fire department. Sometimes we go see him. If he's not busy, he lets us check out the trucks and stuff.

THIS AWARD IS PRESENTED TO:

JENNY JONES

FOR

PERFECT ATTENDANCE 1ST QUARTER

MARY LAMB - PRINCIPAL

**1st Quarter Grade Report for:
Jonny Jones**

Subject	Grade	Teacher Comment
Reading	B	
Language Arts	C	Late or Missing Assignments
Math	D	Late or Missing Assignments
Science	B	
Social Studies	B	

Attendance: 6 days missed out of 44 days possible

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Let’s Investigate</p> <p>The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny’s personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 45 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are the roles and responsibilities of workers from the different career paths? 2. In what way are those roles/responsibilities alike? Different? 3. What education is needed for workers, who pursue a specified career? 4. What are personal, ethical, and work habit skills that students can develop and/or improve upon? 5. What do the materials in your portfolio say about you? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.</p>		<p>CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.</p> <p>CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.</p> <p>CD.9.A.05: Apply personal,</p>		<p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>DOK Level - 3</p> <p>DOK Level - 3</p> <p>DOK Level – 4</p>

		<p>ethical, and work habit skills needed for success in any school or work environment.</p> <p>CD.9.B.05: Identify the skills needed to develop a portfolio.</p>			<p>CD C: Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 1</p>
<p>2. The students will compare and contrast the training and educational requirements for a variety of careers.</p>		<p>CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05</p>		<p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p>	<p>CD A CD B CD C</p>	<p>DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1</p>
<p>3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.</p>		<p>CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05</p>		<p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5</p>	<p>CD A CD B CD C</p>	<p>DOK Level - 3 DOK Level - 3 DOK Level – 4 DOK Level - 1</p>

				L.5.6		
4. The student will identify and apply the skills needed to develop a portfolio.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1
5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons.		CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD B CD C	DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1
ASSESSMENT DESCRIPTIONS*:						
Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals.						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5	See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1,3) <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls.4) <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input type="checkbox"/> Essays <input checked="" type="checkbox"/> Computer Assisted Instruction (Ls. 3) <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 1,2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits	Grade Level: 6
Number of Lessons in Unit: 2	
Time Required: 40 minutes	
Best time of year to implement this Unit: anytime	
Lesson Titles:	
Lesson 1: How Does Who I Am Relate to Employability? (Part 1)	
Materials/Special Preparation Required	
Activity Sheet: “ <i>Ethical Dilemma Scenarios</i> ”	
Markers, butcher block paper,	
Lesson 2: How Does Who I Am Relate to Employability? (Part 2)	
Materials/Special Preparation Required	
Activity Sheet: “ <i>It’s All About Me!</i> ”	
OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “ <i>It’s All About Me</i> ” Activity Sheet. Most computer word processing software contains a resume template	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4)	
CD.9.B.06: Develop a resume of work experiences for home and school. (DOK Level – 2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, 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 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	<p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> <p>4. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p> <p>8. Assess costs, benefits and other consequences of proposed solutions.</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace.</p> <p>8. Explore, prepare for and seek educational and job opportunities.</p>

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>What if people didn’t respect others?</p> <p>What are ethics? Why are ethics important in the world of work?</p>

Unit Measurable Learning Objectives:

<p>The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.</p> <p>The student will assess and analyze five work habits, which contribute to success in the workplace.</p> <p>The student will complete a personal resume of work experiences for home and school.</p>

Unit Instructional Strategies/Instructional Activities:

<p><u> X </u> Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)</p> <p><u> X </u> Indirect (Problem Solving, Reflective Discussion)</p> <p><u> X </u> Experiential (Model Building)</p> <p>_____ Independent Study</p> <p><u> X </u> Interactive Instruction (Discussion, Problem Solving, Structured Controversy)</p>

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.</p>
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Brief Summary of Unit:

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect

Unit # 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits

Lesson Title: How Does Who I Am Relate to Employability? (Part 1) **Lesson:** 1 of 2

Grade Level: 6

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectation (GLE):

CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.

American School Counselor Association (ASCA) National Standard:

Career Development

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Markers, butcher block paper
Ethical Dilemma Scenarios Activity Sheet

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements. 3. Develop and apply strategies based on one’s own experience in preventing or solving problems. 4. Examine problems and proposed solutions from multiple perspectives. 7. Evaluate the extent to which a strategy addresses the problem. 8. Assess costs, benefits and other consequences of proposed solutions.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 3. Analyze the duties and responsibilities of individuals in societies. 4. Recognize and practice honesty and integrity in academic work and in the workplace.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Communicating thoughts and ideas
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.
Students will participate in question and answer sessions.

Lesson Preparation

Essential Questions:
What are ethics? What if people didn’t respect others? Why is honesty important? Or courage? Or responsibility? Or self-discipline? Or self-respect?

Engagement (Hook):
Mark did not do his math homework. He takes Shondra’s homework, erases her name, and puts his name on her paper. You watch Mark make the change. What do you do?

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Divide class into small discussion groups. Give each group markers and a large piece of butcher paper on which to write their ideas. Pose the following questions: “What are ethics?” “What if people didn’t respect others?” “Why is honesty important?” “What about courage?” “Or responsibility?” “Or self-discipline?” “Or self-respect?”	1. Students will write their ideas on the butcher paper and discuss the questions in their groups.

<p>[<i>Note: The counselor may want to discuss what the terms are, or provide students with definitions of the terms from which to work.</i>]</p> <ol style="list-style-type: none"> 2. Have the students brainstorm, writing their ideas on the butcher paper and discussing their ideas with the group. Once the groups have discussed the questions, present their responses to the class for discussion. As the groups present their ideas to the class, list their responses on the board. 3. Follow with the hook: “Why would ethics be important to employers?” Giving the students another piece of butcher paper on which to write their ideas during the brainstorming. 4. Provide Activity Sheet <i>Ethical Dilemma Scenarios</i>. Students will discuss the dilemmas by assuming the role and point-of-view of each individual (including those not present) involved in the scenario. 5. Closure: Ask for 3-4 volunteers to share the response of their choice with the class. Provide opportunities for students to have a small-group (3-4 students) conversation about their thoughts and questions they still have re: ethical decision-making. 	<ol style="list-style-type: none"> 2. Once the groups have come up with answers to the questions, they will present their ideas to the class. 3. Students will write their ideas on the butcher paper during the brainstorming. 4. Students will work within their groups to come up with possible solutions to the scenarios. 5. Students will respond to the questions listed at the end of the series of scenarios.
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Teacher Follow-Up Activities

Ethical dilemmas present themselves everyday in the classroom. Encourage classroom teachers to point out situations in which students are presented with an ethical decision.

Counselor reflection notes (completed after the lesson)

Activity Sheet: Ethical Dilemma Scenarios

Scenario #1:

As an employer, one of your employees arrives at work 10 minutes late everyday. It's just 10 minutes, right (the employee does not have a car and must rely on public transportation to get to and from work—and this is her second job)?

People Involved:

Points of View:

Possible Solutions

Scenario #2:

Martin works at the movie theater. He allows his friends to sneak in without paying for tickets. What's the big deal?

People Involved:

Points of View:

Possible Solutions

Scenario #3:

A customer drops a \$10 bill as she pays Cindy for her groceries and doesn't realize it. What should Cindy do (it's the 21st of the month, Cindy is a single mom - and has no money to buy groceries)?

People Involved:

Points of View:

Possible Solutions

Scenario #4:

You are with a group of employees in the stockroom. A package of CD's is open. You watch as a couple of the employees take copies of the CD's for themselves. They ask you not to tell the manager. What do you do? What are the consequences of your choices (the other employees are individuals with whom you want be friends)?

People Involved:

Points of View:

Possible Solutions

Scenario #5:

Devon gets a job at the local fast-food restaurant. He has to wear a uniform everyday that the manager says must be clean and pressed. He is tired when he gets home from work and doesn't want to do laundry. He has school tomorrow and is scheduled to work after school. What does he do? What are his choices?

People Involved:

Points of View:

Possible Solutions

Scenario #6:

An employer asks Juanita to complete a job assignment by 11:00 a.m. She is almost finished at 10:30, when her friend, Rhonda, comes by. Rhonda wants Juanita to take her break now, so that they can eat a snack together. What should Juanita do (Rhonda is the sister of the person Juanita wants to date)?

People Involved:

Points of View:

Possible Solutions

As we were talking about these dilemmas, I thought about a time when:

Ethical Dilemmas Are:

The most difficult part of ethical decision-making for me is:

Ethical Dilemmas in the workplace remind me of (school/classroom experiences):

To be an ethical decision-maker, I have to:

I wonder:

Unit 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits	
Lesson Title: How Does Who I Am Relate to Employability? (Part 2)	Lesson: 2 of 2
Grade Level: 6	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectation (GLE): CD.9.B.06: Develop a resume of work experiences for home and school.	
American School Counselor Association (ASCA) National Standard: Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials (include activity sheets and/ or supporting resources)

Activity Sheet: <i>It’s All About Me!</i> OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the <i>It’s All About Me</i> Activity Sheet. Most computer word processing software contains a resume template.
--

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 2. Recognize and practice honesty and integrity in academic work and in the workplace. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing
Mathematics	
X Social Studies	Use of tools of social inquiry and relationships of the individual to the group

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will assess and analyze five work habits, which contribute to success in the workplace.
The student will complete a personal resume of work experiences for home and school.

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.</p> <p>Students will participate in question and answer sessions.</p> <p>Students will develop a skill-based resume. Students will be able to explain resume-writing situations in which an ethical dilemma may present itself. Students will be able to project the personal consequences and the ethics involved in presenting oneself in a positive, yet truthful, light. Self-evaluation tools will be used.</p>

Lesson Preparation

<p>Essential Questions: What is a resume and what is its purpose? Why are personal, ethical, and work habits important to career decision making? How do these components relate to job-seeking skills?</p> <p>Engagement (Hook): How will employers know who you are and what your capabilities may be before they have seen you? What is a resume? What skills and experiences have you had that would be valuable to employers and to employability in general?</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> Students will review prior the prior guidance lesson pointing out the importance of Personal Characteristics and Work Habits in the job seeking, getting and keeping process. Continue with, “A resume is a short story of our life experiences, interests, and abilities. Today, we will start that process. Today, you will be completing an Activity Sheet 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> Students will identify personal characteristics and work habits and relate them to ethical decision-making at school as well as on the job. Students will complete Activity Sheet.
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<p>that will give you a chance to ‘talk in writing’ about yourself. You will be reviewing and reflecting what you have said about yourself from the point of view of an employer.” Provide students with “<i>It’s All about Me</i>” Activity Sheet.</p> <p>3. Once the students have completed the Activity Sheet, ask students to take the role of a prospective employer. Does the information on the <i>It’s All About Me</i> activity sheet reflect who the student is and his or her capabilities? How is the information presented? Based on what’s presented, how will the individual’s academic skills and abilities be viewed? What about personal skills and work habits?</p> <p>4. OPTIONAL: The counselor may allow time for students to work with a computer software program to complete a resume, based on information from the Activity Sheet.</p> <p>Information will be inserted into the students’ Personal Plan of Study/Career Portfolios for review and discussion throughout Middle School (See Unit 1 Lesson 1:Guidelines for Personal Plan of Study/Career Portfolio)</p>	<p>3. Students will engage in a critical self-evaluation of their responses on the “<i>It’s All About Me</i>” Activity Sheet. The final question—“Will I be called for an interview with the employer?”</p> <p>4. OPTIONAL: Students will complete their resumes using computer software.</p>
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Teacher Follow-Up Activities

The teacher will give students an opportunity to update the resume information.

Counselor reflection notes (completed after the lesson)

Activity Sheet: It's All About Me!

Your life experiences can lead to opportunities in the future. When you are applying for a job, a resume is a way to introduce yourself and to tell about your experiences.

Name: _____

Street Address: _____

City/State/Zip Code _____

Telephone Number: __ (Area Code _____) _____

Wellness and Self-Care: You must be healthy and fit to be your most successful self. How do you maintain your mental and physical wellness? (handling stress, personal hygiene, getting rest, eating healthy foods)

How would others rate your care for yourself? Great Good Poor

How do you rate yourself in the area of wellness? Great Good Poor

At Home: How do you help at home? (help with laundry, cooking, cleaning, taking care of animals, mowing, raking leaves, etc.)

How would your parents/guardians rate your work? Great Good Poor

Do you finish your jobs? Always Sometimes Once in a While

At School: How do you help at school? (tutoring others, classroom jobs, etc.)

How would school people rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

Social Responsibility—Service to Others: How do you help in the community?
(helping a neighbor or participating in a community project—such as a food drive)

How would people in the community rate your work? *Great* *Good* *Poor*

Do you finish your jobs? *Always* *Sometimes* *Once in a While*

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p>This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 40 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What if people didn’t respect others? 2. What are ethics? 3. Why are ethics important in the world of work? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.</p>		<p>CD.9.A.06: Assess and analyze personal, ethical and work habit skills as they relate to individual student success.</p> <p>CD.9.B.06.a.i: Develop a resume of work experiences for home and school.</p>		<p>W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</p>	<p>CD C. Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level – 4</p> <p>DOK Level – 2</p>
<p>2. The student will assess and analyze five work habits, which contribute to success in the workplace.</p>		<p>CD.9.A.06 CD.9.B.06</p>		<p>W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>

3. The student will complete a personal resume of work experiences for home and school.		CD.9.A.06 CD.9.B.06		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2
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ASSESSMENT DESCRIPTIONS*:

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3	See Lessons: Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Lesson 2: How Does Who I Am Relate to Employability? (Part 2)				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast	Indirect: <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input checked="" type="checkbox"/> Inquiry (Ls. 1) <input type="checkbox"/> Reflective Discussion	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning

	(Ls. 1,2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input checked="" type="checkbox"/> Model Building (Ls. 2) <input type="checkbox"/> Surveys	<input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input checked="" type="checkbox"/> Discussion (Ls. 1) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input checked="" type="checkbox"/> Structured Controversy (Ls. 1) <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					

Unit # 2 Title: Using Job-Seeking Skills	Grade Level: 7
Number of Lessons in Unit: 2	
Time Required: 50 minutes	
Best time of year to implement this Unit: anytime	
Lesson Titles	
Lesson 1: Who Will Get the Job? (Part 1)	
Materials/Special Preparation Required:	
Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students.	
Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith). Make copies of each for all students)	
2 highlighters per group (1 yellow and 1 green), paper and pencil.	
Copies of job applications from two community employers.	
Lesson 2: Who Will Get the Job? (Part 2)	
Materials/Special Preparation Required:	
Completed job applications (two) from the local business community (see Lesson 1)	
Activity Sheet: “Interview Checklist”	
paper and pencils	
Missouri Comprehensive Guidance and Counseling Big Idea:	
CD.9 Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs):	
CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. (DOK Level – 4)	
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications. (DOK Level – 2)	
American School Counselor Association Standard (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, 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 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.

	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>What is a good worker? How do people get hired for jobs?</p>

Unit Measurable Learning Objectives:

<p>The student will complete two job applications. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The student will identify one goal for improvement or implementation of a specific interview skill.</p>
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Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect (Problem Solving) <input checked="" type="checkbox"/> Experiential (Role Playing) <input checked="" type="checkbox"/> Independent Study (Essays, Homework) <input checked="" type="checkbox"/> Interactive Instruction (Role Playing, Discussion, Interviewing)</p>

Unit Summative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete job applications and identify interview skills through reflective writing.</p>
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Brief Summary of Unit:

<p>Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation</p>
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tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength, Limitation
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9, the common conceptual understanding includes: the inter-relationship of one's personal skill (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills, and work success and satisfaction.

At the seventh grade level, students are expected to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning Skills
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics

<p>Unit # 2 Title: Using Job-Seeking Skills</p> <p>Lesson Title: Who Will Get the Job? (Part 1) Lesson: 1 of 2</p> <p>Grade Level: 7</p> <p>Length of Lesson: 50 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9 Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectations (GLEs): CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p> <p>American School Counselor Association Standard (ASCA) National Standard: Career Development C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>

Materials and Resources (include handouts or supporting documents)

<p>Activity Sheets: <i>Job Application: Happy Hamburger House</i> (Raven Stone and Marvin Smith) It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students</p> <p>Activity Sheets: <i>Interview Scenarios</i> (Raven Stone and Marvin Smith) Make copies of each for all students</p> <p>2 highlighters per group (1 yellow and 1 green), paper and pencil. Copies of job applications from two community employers.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Reading and writing

	Mathematics	
X	Social Studies	Use of tools of social inquiry, relationships of the individual and groups
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The student will complete two job applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will complete two job applications.

Lesson Preparation

Essential Questions:
What is a good worker?

Engagement (Hook):
Ask the students, “How can you lose a job in less than five minutes?”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Ask the hook question and seek responses from 4 or 5 volunteers. Write the essence of each response on the board. Ask students what they notice about the responses ... are ‘job-task’ skills listed? 2. Ask a follow-up hook question: “How can you lose a job before you have the job?” Record the essence of students’ responses on the board. Remind class of the elementary school guidance lesson about applying for classroom jobs – and to remember that the classroom job application was a way to present themselves as a qualified candidate for their preferred 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will volunteer responses to the question, review the list of responses and make an observation about the list on the board. 2. Students will volunteer responses the question.
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<p>classroom job. If they had not completed their applications neatly and accurately, they might not have gotten the classroom job they really wanted. So, one way to lose a job before you even have it is to be careless about the application submitted.</p> <ol style="list-style-type: none"> 3. Ask students for ideas on the correct way to complete a job application. 4. Divide the class into groups of 4. Explain that they will to be given two completed job applications to review and evaluate as a group. They will indicate what is done incorrectly (highlight in yellow) and what is done correctly (highlight in green). 5. Ask each group to choose a spokesperson to give an example of an incorrect item and a correct item on one of the two applications. The instructor asks students whether or not they agree with each group's choices. 6. "Good News, Students! You have just found out your application successfully presented you as a potential candidate! However, you still have an opportunity to lose the job before you begin. How?" Write 4 or 5 responses on the board. Link responses to lack of or poor interviewing skills. Ask the students for ideas about how to make a job interview successful. 7. Each group is given the Activity Sheet: <i>Interview Scenarios</i> (interviews with Marvin and Raven). They are instructed to review, evaluate and highlight the <i>Interview Scenarios</i> in the same way they did the job applications, problem areas (incorrect areas) in yellow and effective interview skills (correct areas) in green. 	<ol style="list-style-type: none"> 3. Students will share ideas they have on the correct way to complete a job application. Possible answer: It should be done neatly by being typed or printed legibly. 4. Students will get into groups. Students will review and assesses the two job applications and highlight in yellow those things that they think are incorrect and highlight in green those things they think are done correctly. 5. Students choose a spokesperson and the person reports to the class an incorrect item and a correct item from one of the applications. Students respond as to whether or not they agree with each group's choices. If there is disagreement, a rationale must be given. 6. Students will share ideas they have on the correct way to complete a job application. Possible answer: Dress nicely and use good manners. 7. Students will highlight the interview scenarios using yellow for problem areas (incorrect areas) and green for the use of effective interviewing skills (correct areas).
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<p>8. Ask each group’s spokesperson to give an example of a problem area and an effective interview skill from one of the two interviews. Ask other students whether or not they agree with each group’s choices.</p> <p>9. Review the pros and cons of each application and each interview with the students and ask, “Who will get the job?” “Could either applicant have lost the job before they had it?” Students will support responses with evidence from the examples provided.</p> <p>10. Tell the students that next week they will be interviewing for jobs with people from the local business community. Job applications from at least two local businesses will be given to students. Students are to complete the applications and return them to the classroom teacher within two days. Review the applications and, at least two days before the interviews, inform students whether or not they have been chosen to be interviewed.</p> <p><i>(NOTE: If individual students choose not to complete and return the applications on time, help the individual use that choice as a piece of her or her self-evaluation process.)</i></p>	<p>8. Spokespersons report to the class a problem area and an effective interview skill from one of the two interviews. Students (in large group) discuss whether or not they agree with each groups’ choices. If there is disagreement, the rationale for disagreeing must be presented.</p> <p>9. Students will, as a group, decide if Marvin or Raven (or neither) will get the job based on the information provided in the scenario.</p> <p>10. Students will complete two job applications and return them within two days.</p>
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Teacher Follow-Up Activities

The counselor will give the teacher envelopes to collect the applications; the teacher will remind the students of the assignment and possibly give class time to work on the applications. (This would work well in a communication arts class or careers class).

Counselor reflection notes

Activity Sheet: Applications

Instructions for Review of Completed Applications

*Read each application and highlight in yellow the **incorrect** parts of each application and highlight in green the **correct** parts of each application. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin completed their applications. Use this page to make your comparisons and to write the summary of your evaluation of the applications.*

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last	Stone	First	Raven	MI	M
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Address

Number	307	Street	Maple Avenue	City	Anytown	State	MO
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Phone

Daytime phone	555-1234	Evening phone	
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Position

<input type="checkbox"/> Full-time	<input checked="" type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 E. 11 th Anytown, MO		
Middle/Jr. High	456 E. 11 th Anytown, MO		
High School	456 E 11 th Anytown, MO		May 2005
Post Secondary			
Other			

Are you planning any more schooling? If yes, explain. Yes, going to college in the fall.

Previous Employment (from most recent)

Company Name	From mo/yr mo/yr	To	Supervisor	Job/ Responsibility
Mr. and Mrs. Conner	6/03			Babysat/Take care of their son

Why did you leave your last job? _____

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I have babysat and can fix food for the child I sit with. I want to major in restaurant and hotel management someday.

Signature

Date

Happy Hamburger House Job Application

Please print (use blue or black ink) or type.

Name

Last Smith	First Marvin	MI L
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Address

Number 703	Street Birch Lane	City Anytown	State MO
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Phone

Daytime phone 555-123-4321	Evening phone 555-123-4321
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Position

<input checked="" type="checkbox"/> Full-time	<input type="checkbox"/> Evenings	<input type="checkbox"/> Days	<input type="checkbox"/> Any
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Education	Name/Address	Course/Major	Date Graduated
Elementary	456 11 th Anytown, MO	Not applicable	Not applicable
Middle/Jr. High	456 11 th Anytown, MO	Not applicable	Not applicable
High School	456 11 th Anytown, MO	Not applicable	Expected May 2005
Post Secondary	Not applicable	Not applicable	Not applicable
Other			

Are you planning any more schooling? If yes, explain At this time I am not sure.

Previous Employment (from most recent)

Company Name	From mo/yr	To mo/yr	Supervisor	Job/ Responsibility
None				

Why did you leave your last job? Not applicable

May we contact your previous supervisors? _____

Additional Comments: (May include job-related skills, work skills, volunteer activities, extra-curricular activities, etc.)

I am very involved in school and I like to have good grades. I've never worked anywhere before.

Marvin Smith
Signature

4-15-205
Date

Activity Sheet: Interview Scenario for Raven Stone Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Raven wanted a job at Happy Hamburger House. She had decided she needed to work during the summer in order to earn some spending money for college in the fall. Raven was dreaming of going to college and having a career in restaurant and hotel management. She had never worked except for the occasional babysitting job and was excited to be interviewing for a “regular” job doing something in the area she was considering as a career.

Raven had never interviewed for a job and asked some of her friends who worked at Happy Hamburger House what to expect during the interview. She felt confident about the interview after talking with her friend, Marcus, who had recently been the Employee of the Month.

Raven had an interview appointment after school at 4:00 and she went home after school to shower and change clothes before going to the interview. Raven put on a nice pair of slacks, a blouse tucked in with a belt and pulled her hair up into a ponytail.

Raven arrived 10 minutes late for the interview because of the time she had taken to go home and change. Mr. Langley, the manager, was waiting for her when she arrived and she greeted him with a smile and a handshake. Mr. Langley invited her to his office. Raven sat slouched down in the chair offered to her.

Mr. Langley: “Raven, I could not help but notice that you are 10 minutes late for the interview. Could you explain why you are late?”

Raven: “Well I went home to change after school and it took me longer than I thought it would.”

Mr. Langley: “Being to work on time will be important, are you going to be able to get to work on time?”

Raven: “I should be able to.”

Mr. Langley: “Raven, why do you want to work here at Happy Hamburger House?”

Raven: “Well Mr. Langley, I am going to go to school in the fall where I plan to major in the restaurant and hotel management program. I think that working here will give me some experience to help me in my future career.”

Mr. Langley: “It sounds like you have future plans. Let’s talk about what you are doing now. What is your school attendance and grades like?”

Raven: “I get to school when I can, I have a lot of sinus infections and just don’t feel like going to school. I have been on the honor roll 1 out of 3 quarters. I really don’t do much extra at school.”

Mr. Langley: “Do you think this job will create problems for you getting your academic work done?”

Raven: “I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it.”

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Raven: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with Marcus about his work experience here and feel that I know what the job would be like and could do it.”

Mr. Langley: “When would you be able to work?”

Raven: “I have discussed it with my parents and I can work after school 3 days a week and on Saturdays.”

Mr. Langley: “Who is Mr. & Mrs. Conner on your reference list?”

Raven: “I have babysat their little boy on several occasions.”

Mr. Langley: “I will probably contact them, will that be a problem?”

Raven: “I don’t think so. It’s just that I haven’t sat for them since their son broke his arm when I babysat for them last time. He was jumping out of a tree while I was on the phone talking to a friend.”

Mr. Langley: “Oh, I see. Do you have any questions for me?”

Raven: “I was wondering how much money I would be making?”

Mr. Langley: “It will be minimum wage. Do you have any other questions?”

Raven: “No, I don’t think so.”

Mr. Langley: “Thank you for coming in.”

Raven: “You’re welcome.”

Activity Sheet: Interview Scenario for Marvin Smith Seeking Employment with Happy Hamburger House

*Read each interview and highlight in yellow the **incorrect** parts of each interview and highlight in green the **correct** parts of each interview. Write a summary of the strengths and weaknesses of each interview and compare how Raven and Marvin performed in their interviews.*

Marvin wanted a job at Happy Hamburger House. He had decided he needed to work in order to earn some spending money. He was looking at Happy Hamburger House because several of his friends worked there.

Marvin had never interviewed for a job before and asked some of his friends who worked at Happy Hamburger House what to expect during the interview. He got a lot of different answers. Most of his friends said the pay was good and that they did as little as they could when Mr. Langley the manager wasn't there to supervise. Marvin liked the sound of that because he was looking to make some money without having to do much or give up his weekend time. He wasn't going to have a lot of time to study outside of school if he worked every night and he didn't really want to have to work hard for the money.

Marvin had an interview appointment after school at 3:30 so he wore what he wore to school that day to the interview. Marvin was dressed in jeans with holes in the knees, a faded t-shirt and his favorite pair of sneakers.

Marvin arrived 5 minutes early for the interview and waited for Mr. Langley, the manager, to come get him for the interview. When Mr. Langley came to get him Marvin stood up and greeted him with a smile and a handshake. Mr. Langley invited him to his office. Marvin slouched down in the chair offered to him at first, but soon sat straight up.

Mr. Langley: "Marvin, why do you want to work here at Happy Hamburger House?"

Marvin: "Well Mr. Langley I am looking to make a little money to spend."

Mr. Langley: "Let's talk about what you are doing now. What are your school attendance and grades like?"

Marvin: "I have missed five days of school this year and I have been on the honor roll two out of three quarters. I've got Chemistry and it's been kind of difficult this semester. I really enjoy school because I am involved in three organizations and hold an office in one of them."

Mr. Langley: "Do you think this job will create problems for you getting your academic work done or hinder you from being involved in your organizations?"

Marvin: "I know that I will have to reorganize my schedule and have good time management and organizational skills to get everything done, but I believe I will be able to do it."

Mr. Langley: “Do you have any experience or knowledge to share with me concerning the fast food business?”

Marvin: “I haven’t ever had a job in fast food, my only experience is in eating at fast food restaurants. I have talked with several of my friends and they say it’s an okay place to work.”

Mr. Langley: “Who are your friends that you talked to?”

Marvin: “I’d rather not say.”

Mr. Langley: “Okay. When would you be able to work?”

Marvin: “I can work after school 5 days a week, but I prefer not to work weekends at all.”

Mr. Langley: “Do you have any references?”

Marvin: “References? No, I don’t have any except my friends that work here.”

Mr. Langley: “Okay. Do you have any questions for me?”

Marvin: “When will I know if I’ve been hired?”

Mr. Langley: “I am hoping to hire someone in the next three days. I will call you one way or the other. Thank you for coming in.”

Marvin: “Thank you for your time and consideration.”

Unit # 2 Title: Using Job-Seeking Skills	
Lesson Title: Who Will Get the Job?(Part 2)	Lesson: 2 of 2
Grade Level: 7	
Length of Lesson: 50 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.07: Utilize information about personal, ethical, and work habit skills to enhance individual student success. CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
American School Counselor Association Standard (ASCA) National Standard: Career Development: C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Materials and Resources (include handouts or supporting documents)

Completed job applications (two) from the local business community (see Lesson 1), <i>Interview Checklist</i> Activity Sheet Paper and pencil Individual to conduct interviews Designate locations for students to wait

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

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
X	Social Studies
	Reading and writing
	Use of tools of social inquiry, relationships of the individual and groups

X	Science	Process of scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity		Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Decision-making	X	Positive Work Ethic

Lesson Measurable Learning Objectives:

The students will identify skills involved in the process of interviewing for a job by completing an interview checklist.
 The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.
 The student will identify at least one goal for improvement or implementation of a specific interview skill.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will demonstrate their ability to identify interview skills that lead to success in the job-seeking process by participating in/observing an interview with an employer. During observation, students will use a checklist to assess their ability to identify the use of effective interview skills. Students will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The essay will also include the student’s plans to improve and/or implement specific interview skills.

Lesson Preparation

Essential Questions:
 How do people get hired for jobs?
Engagement (Hook):
 Instructor walks in to classroom and says: “Let’s pretend I am interviewing each of you. How would you sit in your chair?”

Procedures

<p>Instructor’s Procedures/Instructional Strategies: (Note: Be cautious about setting students apart, making a distinction between those who have been selected and those who have not.)</p> <p>1. After asking the hook questions,” and hearing student responses, ask “Is being appropriately dressed enough to get you a job or is there more to it?”</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will respond to the questions.</p> <p>(Students will know beforehand who will be interviewed and are to come prepared to</p>
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<p>2. Outline the interviewing procedure for students: A total of three interviews will be conducted. The interviews will last not more than five minutes each. As interviews are being conducted, other students will act as observers/decision makers and complete the <i>Interview Checklist</i> activity sheet.</p> <p>Specific Procedures:</p> <p>3. Distribute the necessary amount of <i>Interview Checklist</i> activity sheets to the student being interviewed, the interviewer, and observers.</p> <p>4. Interviews: Determine the rotation of students being interviewed. Determine an appropriate location for the students being interviewed to wait until all interviews are completed.</p> <p>5. First Interview: The first student to be interviewed enters the classroom and participates in the interview. The students not being interviewed will be observers and will be expected to complete the <i>Interview Checklist</i> activity sheet. The interview lasts no longer than five minutes. At the end of the interview, student being interviewed exits room and waits in the designate area until all interviews are complete.</p> <p>6. Second and third interviews: Repeat same interview procedures as First Interview.</p>	<p>have someone interview them if told they have been chosen.)</p> <p>2. Students will ask clarifying questions.</p> <p>3. Students will review the <i>Interview Checklist</i> activity sheet and ask clarifying questions.</p> <p>4. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>5. Students interviewing for a job should wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p> <p>6. Students interviewing for a job will wait in a designated area outside the classroom until all interviews are completed. Students not interviewing will complete a separate checklist for each interview observed.</p>
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<p>7. When the three interviews have been completed, the interviewer will meet with the students who were interviewed to provide feedback regarding the interview process. At this time, the instructor will facilitate a discussion with the classroom observers regarding the interviews observed and the results of the <i>Interview Checklist</i> activity sheets.</p> <p>8. The group will be brought back together and the instructor will provide the interviewers with feedback provided by the observers.</p> <p>9. Closure: Instruct students to write a summary of what they learned from the activity and how this may help them in the future as they interview for a job.</p>	<p>7. Students who were interviewed will meet with the employer who interviewed them. Students who were observers will participate in a discussion led by the classroom instructor.</p> <p>8. In the larger group, general feedback will be provided</p> <p>9. Students will write summary of activities</p>
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Teacher Follow-Up Activities

The instructor will ask the teacher to encourage good interpersonal and academic skills within the classroom and reinforce how those skills will be important in applying for and obtaining a job.

Counselor reflection notes

Activity Sheet: Interview Checklist

Applicant: _____ Reviewed by: _____

Circle each action demonstrated and indicate who initiated the action: **I** for **Interviewer** and **A** for **Applicant**

First Impressions:

_____ Handshake (firm) _____ Smile _____ Eye contact

_____ Dressed appropriately (clean, neat and well-groomed)

_____ Attentive posture (Stood and sat up straight)

Attitude:

Applicant's attitude was: _____ Positive _____ Indifferent _____ Poor

Applicant's energy level was: _____ Enthusiastic _____ Good _____ Poor

Stress Level of Applicant:

_____ Hands relaxed (not clenched) _____ Appeared relaxed and calm

_____ Did not play with hair, clothing, bite nails or fidget

Substance of Interview:

_____ Applicant nodded head or gave other nonverbal cues to show engagement in the interview.

_____ Applicant answered questions as though involved in a normal conversation.

_____ Applicant asked questions that were pertinent to situation.

Ending the Interview: Applicant honored end of interview by

_____ Making eye contact with interviewer

_____ Firmly shaking the interviewer's hand _____ Thanking the interviewer.

Overall impressions of interview:

Write a sentence or two describing your impressions of the interview from the perspective of the **interviewer**, the **interviewee**, yourself as an **observer**.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: Using Job-Seeking Skills</p> <p>Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 50 minutes each</p>				
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is a good worker? 2. How do people get hired for jobs? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will complete two job applications.		<p>CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success.</p> <p>CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications.</p>		<p>W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4</p>	<p>CD C Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>DOK Level – 4</p> <p>DOK Level – 2</p>

<p>2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.</p>		<p>CD.9.A.07 CD.9.B.07</p>		<p>W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.</p>		<p>CD.9.A.07 CD.9.B.07</p>		<p>W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>4. The student will identify one goal for improvement or implementation of a specific interview skill.</p>		<p>CD.9.A.07 CD.9.B.07</p>		<p>W.7.1 W.7.4 SL.7.1 SL.7.2 SL.7.3 SL.7.4 L.7.1 L.7.2 L.7.3 L.7.4 L.7.5 L.7.6 WHST.6-8.1 WHST.6-8.4</p>	<p>CD C</p>	<p>DOK Level – 4 DOK Level – 2</p>
<p>ASSESSMENT DESCRIPTIONS*:</p> <p>Students will complete job applications and identify interview skills through reflective writing.</p>						

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4	See Lessons: Lesson 1: Who Will Get the Job? (Part 1) Lesson 2: Who Will Get the Job? (Part 2)				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input checked="" type="checkbox"/> Role-playing (Ls. 1, 2) <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls. 2) <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input checked="" type="checkbox"/> Homework (Ls. 1) <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing (Ls. 1, 2) <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1, 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1, 2) <input type="checkbox"/> Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from
http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit # 1 Title:How Does Who I Am, Relate to Planning for High School and Beyond?

Grade Level: 8

Number of Lessons in Unit: 2

Time Required: 50 Minutes

Lesson Titles:

Lesson 1: Mapping It Out (Part 1)

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

Lesson 2: Putting It all Together: The Personal Plan of Study

Materials/Special Preparation

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson.

Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections

High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-

Secondary Training/Education	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations: (GLEs)	
CD.7.A.08:	Develop an educational and career plan based on current interests, strengths, and limitations. (DOK Level – 4)
CD.7.B.08:	Identify and explore a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)
CD.8.A.08:	Compare personal interests with information about careers and education. (DOK Level – 3)
CD.8.B.08:	Identify the training and education required for occupations in career paths of interest. (DOK Level – 2)
CD.9.A.08:	Evaluate personal, ethical and work habit skills as they relate to achieving the student’s educational career plan. (DOK Level – 4)
CD.9.B.08:	Utilize a portfolio of middle school/junior high school academic and work experience. (DOK Level – 4)
American School Counselor Association (ASCA) National Standard:	
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.
C:	Students will understand the relationship between personal qualities, education, training and the world of work.

Time Required: Varies according to the instruments used

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	Reading and writing skills
X Mathematics	Math skills; data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Unit Essential Questions:

What does a person need to know about him/herself before embarking on career and educational planning?
 How can a person take control of his/her future?

Unit Measurable Learning Objectives:

The student will review his/her portfolio and complete the checklist for his/her portfolio.
 The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.
 The student will complete a Personal Plan of Study.

Unit Instructional Strategies/Instructional Activities:

- Direct (Guided & Shared - Reading, Listening, Viewing, Thinking)
- Indirect (Reflective Discussion, Writing to Inform, Concept Formation)
- Experiential (Narratives)
- Independent Study (Essays, Learning Logs)
- Interactive Instruction (Discussion, Think-Pair-Share, Cooperative Learning)

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

Brief Summary of Unit:

The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plan of Study that targets a career path/career cluster, which is tailored to their aptitudes, interests, and abilities.

Students' Prior Knowledge:

Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand, the common vocabulary for eighth graders includes:

Work	Job Responsibilities of Workers	College
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Career	Interests	Strength
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview
University	Limitation	

For CG 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Mapping It Out

Lesson: 1 of 2

Grade Level: 8

Length of Lesson: 50 minutes

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

CD.9.B.08: Utilize a portfolio of middle school/junior high school academic and work experience.

American School Counselor Association (ASCA) National Standard:

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.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' *Personal Plan of Study/Career Portfolios*. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews.

Highway maps or access to Google Maps, MapQuest, etc.

Activity Sheet: *Resource: Portfolio Contents Checklist*

Activity Sheet: *Mapping It Out – Where You've Been and Where You Are Now*

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)	
X	Communication Arts	Reading and writing skills
X	Mathematics	Math skills; data analysis
	Social Studies	
X	Science	Science skills; scientific inquiry
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the checklist for his/her portfolio. The student will evaluate his/her experiences and preparation through completion of the “Mapping It Out” activity sheet.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
Students will collect and organize their completed self-information and reflection materials (as specified by the counselor); students will complete a self-assessment through use of the activity sheet.

Lesson Preparation

Essential Questions:
As you have traveled through your life’s journey, what roads have you taken to get to this point?
How have your choices affected planning for high school and beyond?
What options are available on the road ahead?
How will you get where you want to go?

Engagement (Hook):

Enter the classroom with state road maps. If you have computer capability, you may want to use a site, such as MapQuest, Google Maps, etc., for this activity. Divide the students into groups of 3 to 5 students each. Students will choose one person from their group to be a recorder/secretary to write group responses. Introduce the activity by saying, “Today, we are going to plan a trip.”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. “When I give the signal, you will have 5 minutes to find as many routes as possible. Ready?” 2. Choose a destination beforehand that is distant from your students’ home town, let students know what that destination is, then begin again with the instructions noted above. 3. Once time is called, take a few minutes to discuss the number of routes that the groups have discovered. 4. Make the following points through conversation with students. <ul style="list-style-type: none"> • Before going on a trip, what information do you need? • How do you know where to go? • Were some of the routes you took longer than others? • When we were doing the map activity, did you end up going in the wrong direction and having to go back? Even though you had to turn around, did you still manage to get back on track? Who or what helped you get back on track? • Where could you get information to make your planning better? • Some people prefer to take the interstates, while others like to take the back roads. What are the pros and cons associated with both choices? 	<ol style="list-style-type: none"> 1. Students will probably express confusion since the counselor has not given them a destination. 2. Students try to find as many routes as possible to reach the destination in the time allotted. 3. Students contribute their ideas. 4. Students respond to the prompts from the counselor.

<p>5. “No matter where you are going, the key to arriving at your destination is planning. How does planning for a trip relate to planning for high school and beyond?”</p> <p>6. “This unit can help you become an active participant in your life journey. During this lesson and the next, I am going to be your guide and you will be the explorers. Together we are going to map out your life journey up to this point. In the next lesson, you will develop a Personal Plan of Study that will guide you toward your ultimate destination. When you have completed your Personal Plan of Study, you will present your work to your parent(s)/guardian(s) and to your counselor.”</p> <p>7. “As we go through this process, we are going to consider where you have been, where you are, and where you would like to be in the years to come. Leaf through your portfolio – it contains a wealth of information about what you have considered and what you have participated in. All of this information can contribute to the decision-making process concerning careers and courses of study.”</p> <p>8. “The first step may be boring for some of us, but we have to do it to prepare for our</p>	<p>5. Students may respond with the following:</p> <ul style="list-style-type: none"> • You have to know your destination and how to get there. • You have to prepare. • You can talk to people who have been there before. • You have to make decisions based on what is right for you. • Even though you might make some wrong turns, you can get back on track with help. • Some people choose to take a more direct route, while others take a more indirect path. <p>6. Students ask questions for clarification.</p> <p>7. Students will consult the work in their portfolios. Students will ask questions and/or contribute ideas/opinions about using the information.</p> <p>8. The resource: <i>Portfolio Checklist</i> will guide the organization of the students’</p>
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<p>journey. Let's get organized. Review your portfolio pieces and make sure that you have information readily available.</p> <p>“When considering what career path/career cluster you want to follow and what classes you want to take in high school, planning is important. Having information from assessments, such as a career interest inventories and achievement test scores, can be a starting point for planning. You have those results in your Portfolio.”</p> <p>The resource: “Portfolio Checklist” will help you identify and organize information into categories about yourself based on assessment processes developed by others and your own assessment of yourself through reflection.</p> <p>Take about 10 minutes to organize the contents of your portfolio.</p> <p>9. Distribute <i>Mapping It Out</i> activity sheet. “An important part of planning for a trip is thinking about where you’ve been and where you are now.”</p> <p>Explain each section of the activity sheet. Allow time for students to work on through the activity.</p> <p>10. “What have you learned today?”</p> <p>11. “When we meet again, we will be setting up your Personal Plan of Study for high school and beyond. In the meantime, consider where you ultimately plan on going and what you need to do to get there.”</p>	<p>portfolios. Students will sort the materials they have. (Some students are natural organizers and will have their materials organized; use their expertise to help other students).</p> <p>9. Students will work through the activity sheet. During the task, students will ask questions to strengthen understanding of the task.</p> <p>10. Students will respond with their insights.</p> <p>11. Students may have questions that need to be addressed by the counselor.</p>
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Teacher Follow-Up Activities

When discussing grades, test scores, etc. with students, point out the benefits that come from certain grades or scores. Check in with students to discover where their interests lie and how this may tap into high school and career planning.

Counselor reflection notes (completed after the lesson)

PORTFOLIO CONTENTS CHECKLIST

The items in the following list can be used during the process of compiling a personal plan of study. You may have items in your portfolio that are not listed here. This list is intended as a starting point, not a destination.

Completed Activity Sheets and Reflections

Grade Level: 6

- Career Path Student Surveys
- Worker Interview
- It's All About Me!
- Ethical Dilemma Scenarios

Grade Level: 7

- Interview Checklist
- Who I Am...
- Researching a Career
- Map It Out concept map

Results of Achievement, Aptitude, Interest Assessments and Reflections

Interest Inventories

Dates	Name of Inventory	Results

Achievement Test Scores (Middle School)

Dates	Name of Achievement Test	Results

Aptitude Assessments (include job shadowing experiences)

Dates	Name of Assessments	Results

Reflection Papers/Paragraphs/Experiences

Dates	Title	Results

Other Items Your Teacher and/or Counselor specify:

Instructional Activity 2_CD7-9-Gr8-Unit1-Lesson1x Page 9 of 9
Mapping It—Where You've Been and Where You Are Now
Activity Sheet

MAP IT

Membership in Clubs & Organizations
(Include awards and recognition you have received.)

Job(s) & Volunteer Project(s)
(Include job shadowing experiences.)

Career(s) & Career Path(s)
(What have you researched or considered?)

Personal Strengths
(What do you do well? Include school subjects, as well as other personal strengths.)

My Values & Causes
(What character traits and social causes are important to you?)

Hobbies & Interests
(What do you like to do? Include school activities, as well as other interests.)

Unit # 1 Title: How Does Who I Am Relate to Planning for High School and Beyond?

Lesson Title: Putting It All Together: The Personal Plan of Study

Lesson: 2 of 2

Grade Level: 8

Length of Lesson: 50 minutes; note that this lesson may take two sessions to complete, depending on the group

Missouri Comprehensive Guidance and Counseling Big Ideas:

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.

CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.08: Compare personal interests with information about careers and education.

CD.8.B.08: Identify the training and education required for occupations in career paths of interest.

CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.

American School Counselor Association (ASCA) National Standard:

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.

C: Students will understand the relationship between personal qualities, education, training and the world of work.

Materials (include activity sheets and/ or supporting resources)

Students' Personal Plans of Study/Career Portfolios. Throughout the Comprehensive Guidance Curriculum Units, students have been asked to save completed activity sheets, assessment results and reflection papers. The availability of this cumulative information is a key to the effectiveness of the strategies in this unit. If students do not have information collected in one place (e.g. a portfolio), help them gather together as much information as possible, e.g., results of interest inventories, job shadowing reflections, worker interviews. Completed *Resource Checklist* and *Mapping It Out* activity sheets from previous lesson. Activity Sheet: *Mapping Out Your Personal Plan of Study* or online planning resource, such as Missouri Connections High School Course catalog, if available

NOTE: Be prepared to provide students with district graduation requirements. Some students will need information regarding NCAA approved core courses. Others will need college preparatory information. Still others will need information regarding technical training options.

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 3. Develop and apply strategies based on one’s own experience in preventing or solving problems.
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions. 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals. 8. Explore, prepare for and seek educational and job opportunities.

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

Academic Content Area(s)	Specific Skill(s)
	Communication Arts
X	Mathematics Data analysis
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance	X	Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will use prior knowledge, as well as information from the day’s lesson, to complete a Personal Plan of Study.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

The student will set a career goal and compile a Personal Plan of Study that will facilitate reaching that goal.

Lesson Preparation

Essential Questions:

How can I reach my future goals?

Engagement (Hook):

Return with one of the road maps from the previous lesson. “Last time we met, we discussed taking a journey. How does this relate high school planning and career goals?”

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<p>1. Ask students to relate hook statements to their own goals and plans.</p> <p>“During this lesson, I will continue to work as your guide as you map out your future education and career plans. While we are doing this, please keep in mind where you have been, where you are now, and where you would like to be in the future.”</p> <p>2. “First of all, we are going to consider where you’ve been and where you are now.”</p> <p>Using the completed <i>Resource Checklist</i> and <i>Mapping It Out</i> activity sheets, review student information briefly, asking students to share one or two observations about what they learned during that activity.</p> <p>3. “Going back to our analogy about taking a trip, in the previous lesson, we talked about preparing for a trip. If you don’t have gas money or you don’t plan for the weather, your trip may not go as well as you hoped. Looking at your <i>Mapping It Out</i> activity sheet, place a star – or stars – on the area(s) you may need to bolster in order to be better prepared on the road ahead.”</p> <p>While students are reviewing their information, the counselor will circulate through the room and make observations regarding student progress and answering student questions.</p>	<p>1. Students will volunteer responses that indicate an awareness of the need to establish one’s own goals and to develop plans to get to their goals.</p> <p>2. Students will volunteer one or two concepts they learned and/or discovered about themselves.</p> <p>3. Students will review their information and evaluate the area(s) where they may need to improve.</p>

<p>4. “Five years from now, you will be embarking on the next phase of your trip. You will have completed high school and will be taking the next step toward your ultimate goal. For some of you, that will mean more education or training, such as college, technical training, or apprenticeship. For others, that will mean going directly into the world of work. Planning high school coursework around your ultimate goal can help your trip go more smoothly.”</p> <p>Point out the differences between high school and middle school expectations. For example, in middle school, most students take the same coursework, while in high school, choices are made according to student achievement levels and interests. In middle school, students may fail a semester of coursework and still advance to the next grade. In high school, students who fail a semester of coursework are required to take that semester of coursework again. Point out how the credit system in high school makes passing each semester of each class a necessity.</p> <p>Distribute <i>Mapping Out Your Personal Plan of Study</i> activity sheet and high school course catalogs, if available. Explain that there are requirements that each student must meet, but there may be options available to each student that will allow them to meet those requirements while being tailored to their individual plans and needs.</p> <p>Schools using an online planning service may choose to utilize that service at this point.</p> <p>5. Work with the students through the process of mapping out their high school coursework. Terms that will need to be defined include: fine arts and practical arts.</p>	<p>4. Students will respond with questions to clarify their understanding.</p> <p>5. Students will work individually to complete their high school personal plans of study.</p>
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<p>The middle school counselor should work closely with the high school counselor to ensure that any changes to district and/or state requirements are addressed.</p> <p><i>(NOTE: Be prepared for this activity to take two sessions.)</i></p> <p>6. At the bottom of the map is a key. Explain to students that really good maps have keys that give the user insight and help when charting their courses. What key people can be part of their planning? What key organizations, activities, and experiences can help them arrive at their destination more informed and more prepared?</p> <p>Once students have completed their Personal Plans of Study, their parents/guardians should be involved in some way. The counselor may accomplish this in a number of ways: hosting a Parent/Guardian and Student Night in which portfolios and students plans are reviewed; sending the information home with the students and getting parent/guardian signatures on the document to show that they have reviewed the information with the student, etc.</p>	<p>6. Students will review their information with parents/guardians.</p>
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Teacher Follow-Up Activities

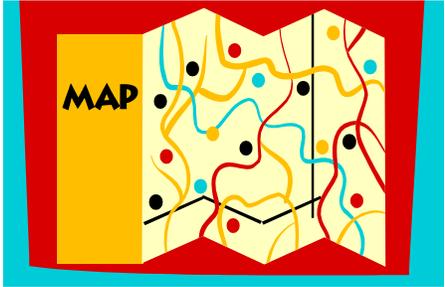
Teachers may follow up in an advisory capacity, helping students with the high school planning process.

Counselor reflection notes (completed after the lesson)

Mapping Out Your Personal Plan of Study

Freshman Year (9th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Junior Year (11th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What is your ultimate career goal?

Career Path/Career Cluster:

Education/training required:

Sophomore Year (10th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Senior Year (12th Grade)

Units	Subject
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

State Requirements:

___ Units of Mathematics

___ Units of Language Arts

___ Units of Social Studies

___ Units of Science

___ Units of P.E.

___ Units of Personal Finance

___ Units of Health Education

District Requirements:



What are some key school or community-based clubs, organizations, or activities will help you on your way?

Where can you gain more information about your ultimate career goals and the requirements needed to achieve that goal?

Who can give you support and encouragement when you get "lost"?

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond?</p> <p>The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 50 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What does a person need to know about him/herself before embarking on career and educational planning?</p> <p>2. How can a person take control of his/her future?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will review his/her portfolio and complete the checklist for his/her portfolio.</p>		<p>CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>DOK Level – 4</p>
		<p>CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>		<p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>		<p>DOK Level – 3</p>
		<p>CD.8.A.08: Compare personal</p>				<p>DOK Level – 3</p>

		<p>interests with information about careers and education.</p> <p>CD.8.B.08: Identify the training and education required for occupations in career paths of interest.</p> <p>CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.</p> <p>CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.</p>				<p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>
<p>2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.</p>		<p>CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3</p>	<p>CD A CD C</p>	<p>DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4</p>

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
	<u>Direct:</u> ____ Structured Overview ____ Lecture	<u>Indirect:</u> ____ Problem Solving	<u>Experiential:</u> ____ Field Trips	<u>Independent Study</u> _x_ Essays (Ls.3)	<u>Interactive Instruction</u> ____ Debates	

<input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1) <input checked="" type="checkbox"/> Writing to Inform (Ls. 3) <input checked="" type="checkbox"/> Concept Formation (Ls.2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Narratives (Ls.3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls.3) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls.2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

Unit 1 Title: Getting a Job

Grade Level: 9-12

Number of Lessons in Unit: 5

Time Required for Each Lesson: 55-70 min

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics worksheets

Personal Code of Ethics Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

Grade 11

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

Resume worksheet

Grade 12

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

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

Sample Creative Media Presentation Expectations

Missouri Comprehensive Guidance and Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

Grade Level Expectations (GLEs):

- CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
- CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
- CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
- CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
- CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
- CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

American School Counselor Association (ASCA) National Standard:

Career Development

- 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 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	Goal 3: Recognize and solve problems 1. Develop and apply strategies based on one’s own experience in preventing or

	<p>solving problems</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization,)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues of ideas</p>
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	<p>1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts</p>

Unit Essential Questions:

<p>What is a portfolio? What are the benefits of having a portfolio?</p> <p>How do people share their strengths and skills with others?</p> <p>What are ethics?</p> <p>What guides us when we don't know what to do in a difficult situation?</p> <p>Why is it important to have ethical values on the job?</p> <p>How do people share their strengths and skills with others?</p> <p>Why is it important for people to know how to advocate their personal strengths for career success?</p>

Unit Measurable Learning Objectives:

<p>The students will gather five items for a portfolio to be used in job seeking.</p> <p>The student will complete a personal code of ethics form.</p> <p>The student will complete an advocacy plan to develop a school policy for an ethical school culture.</p> <p>The student will apply knowledge of self to development information to be used for post-secondary applications.</p> <p>The student will integrate career knowledge and self-knowledge into a resume.</p> <p>The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.</p>
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Unit Instructional Strategies/Instructional Activities:

<input type="checkbox"/> Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/> Indirect
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study (Learning Logs)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>The summative assessment for all units in the high school career development strand is The Ultimate Experience for Seniors. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>

<p>Brief Summary of Unit:</p> <p>This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.</p> <p>Unit Goals and Objectives:</p> <p>Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>

Unit 1 Title: Getting a Job	
Lesson Title: Career Portfolio	Lesson: 1 of 5
Grade Level: 9	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.	
American School Counselor Association (ASCA) National Standard: Career Development: B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

Career portfolio format for each student. This may be within a computer program or a format created by the counselor.

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

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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)
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will gather five items for a portfolio to be used in job seeking.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will create a list of materials needed for career portfolio, and collect the information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their “filing/retrieval system” in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

Lesson Preparation

Essential Questions:
 What is a portfolio? What are the benefits of having a portfolio?
 How do people share their strengths and skills with others?

Engagement (Hook):
 Show students an example of a portfolio or counselor’s portfolio.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Counselor shows his/her portfolio or an example of one. Students are instructed to list items that they need to include in their career portfolio. Suggested items (not a comprehensive list): <ol style="list-style-type: none"> Personal Plan of Study Personal mission statement(s) Evidence of skill development Reflection papers Post-secondary education training options and there are many more ... Students are instructed to determine a method for collecting and organizing the information, e.g.: file box with dividers and 	<ol style="list-style-type: none"> Students observe the components of a portfolio. Students will brainstorm a list of materials they need to include in their portfolio. Students put a copy of their Personal Plan of Study plan in the portfolio and any other information they have already

<p>folders; a cardboard box, loose-leaf binders for each subject or an electronic file. Counselor instructs students to bring portfolio to be stored in a central location</p> <p>4. Students are instructed to begin writing their personal mission statement(s). Project example of Stephen R. Covey’s personal mission statement: “To inspire, lift and provide tools for change and growth of individuals and organizations throughout the world to significantly increase their performance capability in order to achieve worthwhile purposes through understanding and living principle-centered leadership.”</p> <p>5. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed “By the Student—For the Student” and will require the students to think creatively about how best to represent themselves.</p>	<p>collected.</p> <p>4. Students begin writing their personal mission statement(s).</p> <p>5. Students will keep their portfolio in a central location (home room or counselor’s office).</p>
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Teacher Follow-Up Activities

Check with students and help them identify items to put into their portfolio as they continue through high school.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Getting a Job	
Lesson Title: Personal Code of Ethics	Lesson: 2 of 5
Grade Level: 10	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.	
American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

School Discipline Policy (or other school policy documents that provide guidelines for student behavior)
Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]
<i>Personal Code of Ethics</i> Activity Sheet
<i>Code of Ethics</i> worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts
	Mathematics
	Social Studies
	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

<p>The student will complete a personal code of ethics form. The student will complete an advocacy plan to develop a school policy for an ethical school culture</p>

Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will develop a personal code of ethics and relate their personal code of ethics to school situations. Students will discuss steps they will take to resolve ethical issue at school and develop a personal plan to advocate for an ethical school culture.</p>
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Lesson Preparation

<p>Essential Questions: What are ethics? What guides us when we don't know what to do in a difficult situation? Why is it important to have ethical values on the job?</p> <p>Engagement (Hook): News clippings or video clip about a business issue that led (or could lead to) unethical decision-making (e.g., Martha Stewart, Enron, super-sized campaign contributions, inflation of stock value)</p>
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Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <p>1. Discuss a current event in the news about ethical practices in business. Provide students with copies of the standards/codes of ethical practice for a variety of professions – include occupations you or the students may not ordinarily think of as having a code of ethics, e.g., exterminators.</p>	<p>Student Involvement/Instructional Activities:</p> <p>1. Students will actively participate in the discussion.</p>
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<ol style="list-style-type: none"> 2. Discuss ethical issues as compared to legal issues. 3. Have students complete the <i>Personal Code of Ethics</i> Activity Sheet. 4. Instruct students to break into small groups and list behaviors that are common on most students' lists. Compare lists with school policy documents to determine similarities and differences between students' lists and the policy document(s). 5. Counselor writes a list on the board synthesizing the group lists into one class-agreed-upon list. Again, compare with school policy documents. Discuss commonalities listed on the board. 6. Distribute <i>Code of Ethics</i> worksheet. Instruct students to use the <i>Personal Code of Ethics</i> Activity Sheet to complete the <i>Code of Ethics</i> worksheet independently. 7. In the same small groups, have students develop an advocacy plan for creating school policy that will promote an ethical school culture. Encourage the implementation of their advocacy plans. 8. Facilitate a large group discussion about using the ethical codes in a step-by-step decision-making process to resolve ethical conflicts. In small groups, provide the same school-related ethical dilemma to each group for discussion. Each group will explain the considerations and steps leading to actions that would resolve the dilemma. 9. Collect <i>Personal Code of Ethics</i> Activity Sheets to put in each portfolio or have students place in portfolio. 	<ol style="list-style-type: none"> 2. Students will actively participate in the discussion. Give examples at school. 3. Complete the <i>Personal Code of Ethics</i> Activity Sheet. 4. A volunteer from each group will write the behaviors on the board. 5. Students will develop a list of behaviors group members agree all students at their school should follow. They will then compare their group's list with policy documents and make a list of the standards of behavior that aren't included in the discipline policy. 6. Students independently complete <i>Code of Ethics</i> worksheet. 7. Students will develop an advocacy plan and describe it to the whole class. 8. Students will list the steps their group would take to resolve the ethical problem. 9. Students will place their <i>Personal Code of Ethics</i> Activity Sheet in a prominent place in their portfolios.
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Teacher Follow-Up Activities

Encourage teachers to have students write a paper discussing the steps they took to resolve an ethical issue in the past.
Role-play an ethical conflict between 2 students, and then 2 employees.

Counselor reflection notes (completed after the lesson)

Name: _____ **Date:** _____

Personal Code of Ethics Activity Sheet

A Code of Ethics is an agreement among participants of a group on the norms that shall guide their behavior during the involvement in the group.

What character words are most important to you and what behaviors show that quality?

<u>Character Quality</u>	<u>Behavior(s)</u>
Creativity	
Empathy	
Citizenship	
Truthfulness	
Accountability	
Fairness	
Integrity	
Compassion	
Humor	
Loyalty	
Sincerity	
Tolerance	
Equality	
Forgiveness	
Purpose	
Friendship	
Imagination	
Honesty	
Self-discipline	
Justice	
Sharing	
Wisdom	
Assertiveness	
Responsibility	
Kindness	
Cooperation	
Restraint	
Perseverance	
Confidence	
Consideration	

Code of Ethics of: _____

You may use words that are listed on the previous page to complete the following items:

A. My philosophy of being a student is:

B. I believe the following are character qualities I must possess.

_____,
_____,
_____.

C. An individual's right to _____, _____,
and _____ are important.

D. I get support from _____

E. I believe: The following are character qualities all students must possess:

_____,
_____,
_____.

F. These are behaviors that will show that the above character qualities are valued:

_____,
_____,
_____.

G. The steps I should take when there is a problem with an ethical issue are

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

<p>Unit 1 Title: Getting a Job</p> <p>Lesson Title: Completing Applications Lesson: 3 of 5</p> <p>Grade Level: 10</p> <p>Length of Lesson: 55 to 70 minutes</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Expectation (GLE): CD.8.B.10: Apply knowledge of self to make informed decisions about post-secondary options.</p> <p>American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.</p>
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Materials (include activity sheets and/ or supporting resources)

<p>Materials/Special Preparations Required: An example of a poorly completed application Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: Communicate effectively within and beyond the classroom 2. Review and revise communications to improve accuracy and clarity
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

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)
Mathematics	
Social Studies	
Science	

	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will apply knowledge of self to development information to be used for post-secondary applications.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE.

Assessment can be question answer, performance activity, etc.

Students will successfully complete application forms and checklists. Each student will develop a master document which will include the kinds of personal information most applications require.

Lesson Preparation

Essential Questions:

How does a person share his/her strengths and skills?

Engagement (Hook):

Activity: Show an application that has been poorly completed and ask, “What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?”

Procedures

<p>Instructor Procedures/Instructional Strategies:</p> <ol style="list-style-type: none"> 1. Lead a discussion about correct and incorrect elements of an application. 2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete) and project blank application on board. Section by section, instruct students on all aspects of completing the sample application correctly. 3. Counselor will provide copies of three post-secondary institution applications and three 	<p>Student Involvement/Instructional Activities:</p> <ol style="list-style-type: none"> 1. Students will learn correct and incorrect elements of an application. 2. Students complete each section of the application and ask clarifying questions. 3. Students will review the information requested and independently complete
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<p>employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor students' completion of the applications and check for their understanding of the process</p> <p>4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a master document of the common information requested.</p> <p>5. The counselor does a final review of the activity.</p>	<p>the applications.</p> <p>4. Students will develop a master document and keep it in their portfolio.</p> <p>5. Students review the activity with the counselor.</p>
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Teacher Follow-Up Activities

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

Counselor reflection notes (completed after the lesson)

Unit 1 Title: Getting a Job	
Lesson Title: The Resume	Lesson: 4 of 5
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. CD.9.B.11: Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.	
American School Counselor Association (ASCA) National Standard: Career Development B. Students will employ strategies to achieve future career goals with success and satisfaction.	

Materials (include activity sheets and/ or supporting resources)

Samples of resumes (strive to obtain actual resumes that are acceptable and nonacceptable to use as examples). Names omitted
Resume worksheet

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

X	Goal 1: Gather, analyze and apply information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

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)
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
X	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will integrate career knowledge and self-knowledge into a resume.

Lesson Formative Assessment (acceptable evidence)

**Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.**
Students will complete resumes.

Lesson Preparation

Essential Questions:

How do people share their strengths and skills with others?

Engagement (Hook):

Enter class with a folder full of resumes. Start sorting the resumes into two categories in front of the students, ones that an employer would consider and those that would be thrown away.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Ask students: “What makes the difference between a resume that is considered and one that is thrown away? We’re going to explore ways to develop resumes that attract a potential employer to the paper you.” Counselor hands out sample resumes. 2. Have students get into groups of 3 or 4. Tell them to review the sample resumes as if they were employers and group the resumes into ones that would be considered and ones that would be rejected. When they have grouped the resumes, ask them to review each group and identify positive and negative characteristics. 3. Instruct students to utilize the positive characteristics of good resumes to develop a checklist for their own resumes. 	<ol style="list-style-type: none"> 1. Students contribute ideas about criteria for ratings. 2. Students will review the sample resumes, group them into ones that would be considered and ones that would be rejected and develop a group list of positive and negative characteristics. 3. Students, in groups, will make a checklist of positive resume characteristics.

4. Instruct students to list activities they might include in a resume.	4. Students list activities.
5. Instruct students to complete the <i>Resume</i> worksheet using the list of activities.	5. Complete <i>Resume</i> worksheet.
6. Instruct students to develop a resume.	6. Students develop a resume.
7. Students assess resumes with a partner.	7. Partners review and make suggestions for revision about their resumes.
8. Instruct students to review and reflect on partner's comments, and review and refine their resumes as appropriate.	8. Students revise/refine resumes as needed after rethinking, based on partner's comments.

Teacher Follow-Up Activities

Have students type their resumes.
Teacher could arrange mock interviews with employers and have the students present their resumes to them.

Counselor reflection notes (completed after the lesson)

Resume Worksheet

Name _____
Address _____
Telephone _____
E-mail Address _____

Education, Certificates, Licenses, Awards

High School _____
Address _____
Date of Graduation _____

Other Education or Training Programs _____

Certificates _____
Licenses _____
Awards _____

Employment History

Last Place of Employment _____
Address _____
Dates of Employment _____

Other Places of Employment _____
Address _____
Dates of Employment _____

Hobbies/Activities _____

References

First Reference Name _____
Address _____
Telephone _____
E-mail _____

Next Reference Name _____
Address _____
Telephone _____
E-mail _____

Name of Interviewer _____

Unit 1 Title: Getting a Job

Lesson Title: The Ultimate Senior Career Project

Lesson: 5 of 5

Grade Level: 12

Length of Lesson: 2 Sessions of 55-70 minutes each

Missouri Comprehensive Guidance and Counseling Big Ideas:

CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

CG 8 Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education.

CG 9 Applying Skills for College and Career Readiness Success.

Grade Level Expectations (GLEs):

CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.

American School Counselor Association (ASCA) National Standard:

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.

Materials (include activity sheets and/ or supporting resources)

Students' career portfolio information that has been accumulated over the last 4 years

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

Sample Creative Media Presentation Expectations

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

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research. 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: recognize and solve problems</p> <ol style="list-style-type: none"> 1. develop and apply strategies based on one’s own experience in preventing or solving problems 2. evaluate the processes used in recognizing and solving problems 8. assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 3. Develop and apply strategies based on one’s own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

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

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Measurable Learning Objective:

The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.

Lesson Formative Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.
 Students will be assessed/evaluated by their ability to convey their understanding of career

exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:

Why is it important for people to know how to advocate their personal strengths for career success?

Engagement (Hook):

Show a popular commercial. Discuss how they were marketing a product and explain that in this activity they will be marketing themselves.

Note: Instructor will need to develop a handout of expectations for media project. See *Sample Creative Media Project Expectations*.

Procedures

Instructor Procedures/Instructional Strategies:

1. Counselor provides instructions for developing a creative media presentation (will need to outline expectations for the presentation) chronicling student’s present career journey which upon completion they will present to 9th grade students.
2. Counselor provides students with projects/activities previously utilized in the career development strand, work completed by student over their high school tenure, and the expectations of media project (see *Sample Creative Media Project Expectations*).
3. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects.
4. Counselor will provide opportunities for shared learning.

Student Involvement/Instructional Activities:

1. Students have the opportunity of collaborating with others with the understanding that the final project is an individual endeavor.
2. Students will work on project by using provided archived materials.
3. Students will continue towards completion of their senior project by using computers and other media resources.
4. Students will create a media presentation chronicling their present career journey (may need additional classroom time to complete)

Teacher Follow-Up Activities

Show completed projects to the class and/or underclassmen.

Counselor reflection (included after the lesson)

SAMPLE: CREATIVE MEDIA PRESENTATION EXPECTATIONS

1. Identifying information
2. Education
3. School involvement activities
4. Employment
5. Hobbies/activities
6. Special skills

Note: Instructor may want to outline a time limit, any media restrictions, and school media policy.

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other domains. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

UNIT DESCRIPTION: Getting a Job		SUGGESTED UNIT TIMELINE: 5 Lessons				
This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.		CLASS PERIOD (min.): 55-70 minutes each				
ESSENTIAL QUESTIONS:						
<ol style="list-style-type: none"> 1. What is a portfolio? What are the benefits of having a portfolio? 2. How do people share their strengths and skills with others? 3. What are ethics? 4. What guides us when we don't know what to do in a difficult situation? 5. Why is it important to have ethical values on the job? 6. How do people share their strengths and skills with others? 7. Why is it important for people to know how to advocate their personal strengths for career success? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The students will gather five items for a portfolio to be used in job seeking.		<p>CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations.</p> <p>CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.</p> <p>CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations.</p>		<p>SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>C D B. Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>CD C. Students will understand the relationship between training and the world of work.</p>	<p>DOK Level – 3</p> <p>DOK Level – 3</p> <p>DOK Level – 3</p>

		<p>CD.9.B.10: Compare and contrast the post-secondary application process to the job application process.</p> <p>CD.9.A.11:: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.</p> <p>CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.</p> <p>CD.9.A.12.: Apply personal, ethical, and work habit skills that contribute to job success.</p> <p>CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment.</p>				<p>DOK Level – 3</p> <p>DOK Level – 3</p> <p>DOK Level – 3</p> <p>DOK Level – 4</p> <p>DOK Level - 4</p>
2. The student will complete a personal code of ethics form.		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12.</p>		<p>SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>CD B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
3. The student will complete an advocacy plan		<p>CD.9.A.09 CD.9.B.09</p>		<p>SI.9-10.1 SI.9-10.4</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 3</p>

<p>to develop a school policy for an ethical school culture.</p>		<p>CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>		<p>DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>4. The student will apply knowledge of self to development information to be used for post-secondary applications.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>5. The student will integrate career knowledge and self-knowledge into a resume.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.</p>		<p>CD.9.A.09 CD.9.B.09 CD.9.A.10 CD.9.B.10 CD.9.A.11 CD.9.B.11 CD.9.A.12 CD.9.B.12</p>		<p>SI.9-10.1 SI.9-10.4 SI.9-10.6 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6</p>	<p>C D B CD C</p>	<p>DOK Level – 3 DOK Level – 4 DOK Level – 4</p>
<p>ASSESSMENT DESCRIPTIONS*:</p>						

<p>The summative assessment for all units in the high school career development strand is The Ultimate Experience for Seniors. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12)X				
	Direct: <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	Indirect: <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion (Ls. 3, 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	Experiential: <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling (Ls. 5) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	Independent Study <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework	Interactive Instruction <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning (Ls. 4) <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning

				<input type="checkbox"/> Research Projects (Ls. 5) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	(Ls. 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/</p> <p>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</p>					