

Unit 3 Title: Respecting All Work

Grade Level: 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

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

Lesson Titles:

Grade 9

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Activity Sheet: "How I Relate to Others", A self-assessment inventory that explores the relationship between self and others and your skills in group activities.

Source: "The How I Relate to Others" is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education [MO DESE], 1980).

Grade 10

Lesson #2: Past, Present, and Future

Materials/Special Preparations Required:

Computers

Guidelines for completing the Biography activity

Materials to make timelines.

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

Grade 11

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities.

Video on volunteerism (Community service agencies such as United Way, the Red Cross, Salvation Army, American Cancer Society are sources of information regarding volunteerism.)

Grade 12

Lesson #4: Who Does What?

Materials/Special Preparations Required

Myers/Briggs Type Indicator sheets -I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger & Barbara Barron (This lesson can be adapted using any Myers/Briggs Type Indicator materials)

10 Steps to Creating a Personal Career Plan - Worksheet

Missouri Comprehensive School Counseling Big Idea:

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

Grade Level Expectations (GLEs):

- CD.7.C.09: Analyze and evaluate school and community contributions as they relate to one’s career and educational plan. (DOK Level – 4)
- CD.7.C.10: Analyze and evaluate school and community contributions as they relate to life career goals. (DOK Level – 4)
- CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one’s career choices. (DOK Level – 3)
- CD.7.C.12: Respect all work as important, valuable, and necessary in maintaining a global society.

American School Counselor Association (ASCA) Mindsets and Behaviors:
Career Development

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 source 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	<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 3. Exchange information, questions and ideas while recognizing the perspectives of others 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 4. Develop and apply strategies based on one’s own experience in preventing or solving problems 5. 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. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 6. 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	1. Speaking and writing standard English including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
X	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Essential Questions:

<p>What skills are necessary for the most effective interaction within group situations? How do people decide what to do with their lives? How can an individual make a difference? How can a person contribute to the well-being and betterment of the local and global society? What careers are important in maintaining a global society?</p>

Unit Measurable Learning Objectives:

<p>The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals. The student will list three activities he/she is involved in that make positive contributions to a global society. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet.</p>
--

Unit Instructional Strategies/Instructional Activities:

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

Unit Summative Assessment (acceptable evidence):

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

Students will identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

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

Unit Goals and Objectives:

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

The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and non-work activities.

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

Concept of the manner in which they relate to others

Understanding "respect" as it relates to people we don't know (e.g., workers in another part of our world).

An understanding of the term "global society"

Computer skills for research and composition of presentation.