

<b>Unit #1 Title:</b> What Work Do Adults Do In Our Community?	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 3	
<b>Time Required:</b> 30 minute Lessons	
<b>Lesson Titles:</b>	
Lesson #1: All Around the Neighborhood – Part 1	
Materials and Preparation Requirements:	
Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)	
Activity Sheet: <i>What Adults Do at Work: Information Gathering Notebook</i> copies for each student – they will make a booklet for taking notes.	
Lesson #2: All Around the Neighborhood – Part 2	
Materials and Preparation Requirements:	
Activity Sheet: <i>Worker Silhouette</i> (for each student).	
Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.	
Lesson #3: All Around the Neighborhood – Part 3	
Materials and Preparation Requirements:	
Completed Activity Sheet: <i>Worker Silhouettes</i> Each student completed as a part of Lesson 2.	
Writing paper for narrative description of workers	
Map completed in Lesson 1	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
<b>Grade Level Expectations (GLEs):</b>	
CD.8.A.02: Identify and compare roles and responsibilities of workers within the community. (DOK Level – 2)	
CD.8.B.02: Identify the skills needed by the workers in the community. (DOK Level – 2)	
<b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b>	
Career Development	

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

X	Goal 1: Gather, analyze and apply information and ideas
X	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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	4. Writing formally and informally
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and culture traditions
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:**

Why are roles, responsibilities, and skills important in the world of work?

**Unit Measurable Learning Objectives:**

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.  
 The student will identify and compare skills of two workers (jobs) in their community.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)  
 Indirect  
 Experiential  
 Independent study (Learning Logs)  
 Interactive Instruction (Brainstorming, Interviewing)

**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 illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

**Brief Summary of Unit: Brief Summary of Unit:**

The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.

**Process:** Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the

concept of the value of all work while focusing on the roles, responsibilities and skills of workers.