Unit #1 Title: School Jobs, School Success  

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 School 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) Mindsets and Behaviors:  
Career Development  

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 |
|   | 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.  

<p>| X | Communication Arts |
|   | 6. Participating in formal and informal presentations and discussion of issues and ideas |
|   | Mathematics |
|   | Social Studies |</p>
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<td>Fine Arts</td>
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**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 honest 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:**
- X Direct (Compare & Contrast, Guided & Sharing-Reading, Listening, Viewing, Thinking)
- X Indirect (Reflective Discussion, Concept Formation)
- ___ Experiential
- ___ Independent study
- X 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.