

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 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
	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.