

<b>Unit #1 Title:</b> Personal Job Skills	<b>Grade Level:</b> 2
<b>Number of Lessons in Unit:</b> 2	
<b>Time required for each lesson:</b> 30 minutes	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
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	
<b>Missouri Comprehensive School Counseling Big Idea:</b>	
CD.9: Applying Skills for College and Career Readiness and Success	
<b>Grade Level Expectations (GLEs):</b>	
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)	
<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 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.