### Unit #1 Title: Personal Job Skills  
**Grade Level:** 2

### 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: School Success**

**Materials/Special Preparations Required:**
- *I Am Wonderful* poem written by A. Moffatt
- Activity Sheet *Personal Skills for School Success* (one copy for each student)
- Crayons, pencils, markers

**Lesson 2: My School Job**

**Materials/Special Preparations Required:**
- Classroom Helper Job Application Activity Sheet
- Dry erase board/SMART board/other visual display
- Blank pieces of paper for several small groups

### Missouri Comprehensive School Counseling Big Idea:

CD.9: Applying Skills for College and Career Readiness and Success

### Grade Level Expectations (GLEs):

- **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)

### American School Counselor Association (ASCA) Mindsets and Behaviors:

**Career Development**

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

|   | Goal 1: Gather, analyze and apply information and ideas  
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<tr>
<td>X</td>
<td>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</td>
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|   | Goal 2: Communicate effectively within and beyond the classroom  
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<td>X</td>
<td>6. Apply communication techniques to the job search and to the workplace</td>
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|   | Goal 3: Recognize and solve problems |

|   | Goal 4: Make decisions and act as responsible members of society  
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<td>X</td>
<td>8. Explore, prepare for, and seek educational and job opportunities</td>
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This lesson supports the development of skills in the following academic content areas.

<table>
<thead>
<tr>
<th>Academic Content Area(s)</th>
<th>Specific Skill(s)</th>
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<tbody>
<tr>
<td>X  Communication Arts</td>
<td>6. Participating in formal and informal presentations and discussions of issues and ideas</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Social Studies</td>
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<td>Health/Physical Education</td>
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<td>Fine Arts</td>
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**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.