

**Unit 1 Title:** Getting a Job

**Grade Level:** 9-12

**Number of Lessons in Unit:** 5

**Time Required for Each Lesson:** 55-70 min

**Lesson Titles:**

**Grade 9**

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career portfolio format for each student. This may be done within a computer program or created by the counselor.

**Grade 10**

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

*Code of Ethics* worksheets

*Personal Code of Ethics* Activity Sheet

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath) [The ethical standards may be available from the websites of professional organizations.]

Lesson #3: Completing Applications

Material/Special Preparations Required:

An example of a poorly completed application

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete

**Grade 11**

Lesson #4: The Resume

Material/Special Preparations Required:

Samples of resumes (strive to obtain actual resumes that are acceptable and non-acceptable to use as examples. Names omitted.

*Resume* worksheet

**Grade 12**

Lesson #5: The Ultimate Senior Career Project

Material/Special Preparations Required:

Students' career portfolio information that has been accumulated over the last 4 years

Classroom equipped with technology\*

\*The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity

*Sample Creative Media Presentation Expectations*

**Missouri Comprehensive School Counseling Big Idea:**

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

**Grade Level Expectations (GLEs):**

- CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. (DOK Level – 3)
- CD.9.B.09: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community. (DOK Level – 3)
- CD.9.A.10: Identify the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.10: Compare and contrast the post-secondary application process to the job application process. (DOK Level – 3)
- CD.9.A.11: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations. (DOK Level – 3)
- CD.9.B.11: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities. (DOK Level – 3)
- CD.9.A.12: Apply personal, ethical, and work habit skills that contribute to job success. (DOK Level - 4)
- CD.9.B.12: Utilize appropriate job-seeking skills to obtain employment. (DOK Level - 4)

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

Career Development

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

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> <li>1. Develop questions and ideas to initiate and refine research</li> <li>2. Conduct research to answer questions and evaluate information and ideas</li> <li>4. Use technological tools and other resources to locate, select and organize information</li> <li>5. Comprehend and devaluate written, visual and oral presentations and works</li> <li>6. Discover and evaluate patterns and relationships in information, ideas and structures</li> <li>7. Evaluate the accuracy of information and the reliability of its source</li> <li>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</li> </ol>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> <li>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</li> <li>2. Review and revise communications to improve accuracy and clarity</li> <li>7. Use technological tools to exchange information and ideas</li> </ol>
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> <li>1. Develop and apply strategies based on one’s own experience in preventing or solving problems</li> <li>2. Evaluate the processes used in recognizing and solving problems</li> </ol>

	8. Assess costs, benefits and other consequences of proposed solutions
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization,) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues of ideas
	Mathematics	
	Social Studies	
	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:**

<p>What is a portfolio? What are the benefits of having a portfolio?                  How do people share their strengths and skills with others?                  What are ethics?                  What guides us when we don't know what to do in a difficult situation?                  Why is it important to have ethical values on the job?                  How do people share their strengths and skills with others?                  Why is it important for people to know how to advocate their personal strengths for career success?</p>
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**Unit Measurable Learning Objectives:**

<p>The students will gather five items for a portfolio to be used in job seeking.                  The student will complete a personal code of ethics form.                  The student will complete an advocacy plan to develop a school policy for an ethical school culture.                  The student will apply knowledge of self to development information to be used for post-secondary applications.                  The student will integrate career knowledge and self-knowledge into a resume.                  The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.</p>
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**Unit Instructional Strategies/Instructional Activities:**

<input type="checkbox"/> Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/> Indirect
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study (Learning Logs)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)

**Unit Summative Assessment (acceptable evidence):**

<p><b>Summative assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</b></p> <p>The summative assessment for all units in the high school career development strand is <b>The Ultimate Experience for Seniors</b>. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.</p>
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<p><b>Brief Summary of Unit:</b></p> <p>This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.</p> <p><b>Unit Goals and Objectives:</b></p> <p>Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p><b>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit?</b></p> <p>Ability to use computers for research, to develop portfolios and resumes and to compose presentations.</p>
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