

Unit #3 Title: Respecting All Work

Grade Level: 9-12

Number of Lessons in Unit: 4

Time required for each lesson: 55-70 min.

Best time of year to implement this Unit: Throughout school year

Lesson Titles:

Grade 9

Lesson #1: How I Relate to Others

Materials/Special Preparations Required:

Activity sheet: How I Relate to Others, a self-assessment inventory that explores the relationship between self and others and your skills in group activities. How I Relate to Others is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook* (Missouri Department of Elementary and Secondary Education [MODESE], 1980).

Grade 10

Lesson #2: Past, Present, Future (Biography of Your Future)

Materials/Special Preparations Required:

Computers

Guidelines for completing the Biography activity. This activity is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (MODESE, 1980).

Materials to make timelines

Grade 11

Lesson #3: Peer Review of My School and Community Activities

Materials/Special Preparations Required:

Individual list of school and community activities

Video on volunteerism. Community service agencies, such as United Way, the Red Cross, Salvation Army, and American Cancer Society are sources of information regarding volunteerism.

Grade 12

Lesson #4: Who Does What?

Materials/Special Preparations Required

Myers/Briggs Type Indicator sheets—I/E; S/N; T/F; J/P

Do What You Are, by Paul D. Tieger and Barbara Barron (Note: This lesson can be adapted using any Myers/Briggs Type Indicator materials).

10 Steps to Creating a Personal Career Plan worksheet

Mississippi College and Career Readiness Standards:

ELA: RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7

ELA: W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9

ELA: SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.5, SL.11-12.1, SL.11-12.2

SL.11-12.3, SL.11-12.4, SL.11-12.5

ELA: L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L11-12.1, L11-12.2
L11-12.3, L11-12.4, L11-12.5, L11-12.6

ELA: WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9
WHST.11-12.8

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

American School Counselor Association (ASCA) National Standard:

M 2, M 3, M 4, M 5, M 6

B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7, B-LS.8, B-LS.9

B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.4, B-SMS.5, B-SMS.7, B-SMS.8, B-SMS.9

B-SMS.10

B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

Unit Essential Questions:

What skills are necessary for the most effective interaction within group situations?

How do people decide what to do with their lives?

How can an individual make a difference?

How can a person contribute to the well-being and betterment of the local and global society?

What careers are important in maintaining a global society?

Unit Measurable Learning Objectives:

The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan.

The student will identify five positive skills that enhance school and community contributions as they relate to lifelong goals.

The student will list three activities he/she is involved in that make positive contributions to a global society.

Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussions and completing the worksheet.

Unit Instructional Strategies/Instructional Activities:

Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)

Indirect

Experiential

Independent study (Learning Logs)

Interactive Instruction (Brainstorming, Interviewing)

Unit Summative Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

Students will identify their personality types and discuss the value of each type in the world of work.

Brief Summary of Unit:

Through this unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.

Unit Goals and Objectives:

The student will respect all work as important, valuable, and necessary in maintaining a viable global society.

The student will understand social responsibility as it relates to the personal contributions one can make to society through one's work and nonwork activities.

Student Prior Knowledge: What prior knowledge do students need (e.g., the steps to solving a problem) to be successful in this unit?

Concept of the manner in which they relate to others

Understanding respect as it relates to people we don't know (e.g., workers in another part of our world)

An understanding of the term "global society"

Computer skills for research and composition of presentation