

Unit #1 Title: Skills for Success	Grade Level: 3
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: Getting Ready for Success, Part 1	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy and cut skills into strips for each student.	
3 Large pieces of paper – 1 titled “Personal Skills”, 1 titled “Ethical Skills”, and 1 titled “Work Habit Skills”	
Resource 1: Missouri Mule Poem	
Lesson # 2: Getting Ready for Success, Part 2	
Materials/Special Preparations Required:	
Personal, Ethical, and Work Habit Skills Activity Sheet: Copy for each group of four students (cut into strips prior to lesson)	
Large Venn diagrams for each group	
Tape for each group	
Missouri Comprehensive Guidance and Counseling Domain:	
CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Standard (GLSs):	
CD.9.A.03.a.i: Compare personal, ethical, and work habit skills needed for school success with those of workers in the community. (DOK Level-2)	
American School Counselor Association (ASCA) National Standard:	
Career Development	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

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

X	Goal 1: Gather, analyze and apply information and ideas 6. Discover and evaluate written, visual, and oral presentations and works 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
X	Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society

	1. Explain reasoning and identify information used to support decisions
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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 discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How are skills related to success?

Unit Measurable Learning Objective:

The students will identify two personal skills, two ethical skills, and two work habit skills needed for success in school and work.
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Unit Instructional Strategies/Instructional Activities:

<input checked="" type="checkbox"/> Direct (Compare and Contrast, Guided and Sharing-reading, listening, viewing)
<input checked="" type="checkbox"/> Indirect (Concept Mapping)
<input type="checkbox"/> Experiential
<input type="checkbox"/> Independent study (Research Project)
<input checked="" type="checkbox"/> Interactive Instruction (Peer Partner Learning, Discussion)

Unit Summative Assessment (acceptable evidence):

<p>Summative assessment should relate to the performance outcome for goals, objectives and GLSS. Assessment can be question answer, performance activity, etc. Assessment can be question answer, performance activity, etc.</p> <p>Students categorize skills into group areas of: personal skills, ethical skills, and work habits, and then create a Venn diagram depicting the comparison between skills needed for school success and job success of workers in the community.</p>
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Brief Summary of Unit:

Students review basic skill areas and practice categorizing specific skills in the areas of personal skills, ethical skills, and work habit skills. Students then compare those skills to school and job success.

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

What does success mean? Students need knowledge of skills important for school success.