

Unit #2 Title: Worker in our School Community

Grade Level: 3

Number of Lessons in Unit: 3

Time Required for each lesson: 30 – 45 minutes

NOTE: This Unit includes a job shadowing experience with a worker in the school. The time required for the shadowing experience is not included in the time estimates.

Best time of year to implement this Unit: Anytime

Lesson Titles:

Lesson 1: Me and My Job Shadow, Part 1

Materials/Special Preparations Required:

Schedule several school personnel (custodian, bus driver, nurse, secretary, kitchen staff, principal) to talk for five minutes each regarding the specific skills needed to be a helper for their specific job

Paper and writing materials for students to take notes

Activity Sheet: *School Job Ranking*

Lesson 2: Me and My Job Shadow, Part 2

Materials/Special Preparations Required:

Student rankings of helper roles and paragraph summary from Lesson 1

Paper, highlighters, colored pencils, or crayons.

Activity Sheet: *Job Skills*

Activity Sheet: *School Job Ranking* (completed during Lesson 1)

Lesson 3: Me and My Job Shadow, Part 3

Materials/Special Preparations Required:

Prior to this lesson, students will have had an opportunity to job shadow a school employee

Paper for thank you notes, pencils, crayons, and markers

Activity Sheet: *Thank you*

Activity Sheet: *Job Shadow Reflection*

Missouri Comprehensive Guidance and Counseling Domain:

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

Grade Level Standard (GLSs):

CD.9.B.03.a.i: Identify and apply the steps to obtain helper jobs within the school. (DOK Level- 3)

American School Counselor Association (ASCA) National Standard:

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

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

X	Goal 1: Gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual, and oral presentations and works 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens, and consumers
	Goal 2: Communicate effectively within and beyond the classroom
	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 3. Understand and apply the rights and responsibilities of citizenship in Missouri and in the United States 8. Analyze the duties and responsibilities of individuals in societies

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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

Why is it important to develop skills to obtain jobs?

Unit Measurable Learning Objective:

The student will identify five skills needed to perform helper jobs within the school system.
The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.
The student will write a rationale describing possible jobs to shadow.
The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.

Unit Instructional Strategies/Instructional Activities:

☒ Direct (Compare and Contrast, Demonstrations, Guided & Shared)
☒ Indirect (Inquiry, Writing to Inform, Concept Formation)
☒ Experiential (Field Observations)
☒ Independent study (Homework)
☐ Interactive Instruction

Unit Summative Assessment (acceptable evidence):

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.

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.

Brief Summary of Unit:

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

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

Every job is important and requires basic skills. Students need to know basic work skills to be successful in school and work.