

<p>Unit # 1 Title: Evaluating One’s Personal, Ethical, Academic, and Work Habits</p> <p>Number of Lessons in Unit: 2</p> <p>Time Required: 40 minutes</p> <p>Best time of year to implement this Unit: anytime</p> <p>Lesson Titles:</p> <p>Lesson 1: How Does Who I Am Relate to Employability? (Part 1) Materials/Special Preparation Required Activity Sheet: “<i>Ethical Dilemma Scenarios</i>” Markers, butcher block paper,</p> <p>Lesson 2: How Does Who I Am Relate to Employability? (Part 2) Materials/Special Preparation Required Activity Sheet: “<i>It’s All About Me!</i>” OPTIONAL: If students have access to a computer lab, students could complete actual resumes using the “<i>It’s All About Me</i>” Activity Sheet. Most computer word processing software contains a resume template</p> <p>Missouri Comprehensive Guidance and Counseling Domain: CD.9: Applying Skills for College and Career Readiness and Success</p> <p>Grade Level Standard (GLSs): CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. (DOK Level – 4) CD.9.B.06.a.i: Develop a resume of work experiences for home and school. (DOK Level – 2)</p> <p>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.</p>	<p>Grade Level: 6</p>
--	------------------------------

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

X	Goal 1: gather, analyze and apply information and ideas 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers.
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences. 3. Exchange information, questions and ideas while recognizing the perspectives of others.
X	Goal 3: recognize and solve problems 1. Identify problems and define their scope and elements.

	<p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems.</p> <p>4. Examine problems and proposed solutions from multiple perspectives.</p> <p>7. Evaluate the extent to which a strategy addresses the problem.</p> <p>8. Assess costs, benefits and other consequences of proposed solutions.</p>
X	<p>Goal 4: make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions.</p> <p>3. Analyze the duties and responsibilities of individuals in societies.</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace.</p> <p>8. Explore, prepare for and seek educational and job opportunities.</p>

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

<p>What if people didn’t respect others?</p> <p>What are ethics? Why are ethics important in the world of work?</p>

Unit Measurable Learning Objectives:

<p>The student will define the term “ethics” and identify five reasons why ethical behavior is important in the workplace.</p> <p>The student will assess and analyze five work habits, which contribute to success in the workplace.</p> <p>The student will complete a personal resume of work experiences for home and school.</p>

Unit Instructional Strategies/Instructional Activities:

<p><input checked="" type="checkbox"/> Direct (Compare & Contrast, Guided & Shared – Reading, Listening, Viewing, Thinking)</p> <p><input checked="" type="checkbox"/> Indirect (Problem Solving, Reflective Discussion)</p> <p><input checked="" type="checkbox"/> Experiential (Model Building)</p> <p><input type="checkbox"/> Independent Study</p> <p><input checked="" type="checkbox"/> Interactive Instruction (Discussion, Problem Solving, Structured Controversy)</p>
--

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 will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.</p>
--

Brief Summary of Unit:

This Unit introduces students to the importance of personal characteristics and “work-habit” skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.

Prior Knowledge Required:

Interview Process; Work habits, Personal Characteristics, written communication skills

Vocabulary: Honesty, Responsibility, Respect, Self-discipline, Self-respect