

<b>Unit #1 Title:</b> What Work Do Adults Do At Your School?	<b>Grade Level:</b> 1
<b>Number of Lessons in Unit:</b> 2	
<b>Time Required:</b> 60 minutes (2-30 minute sessions)	
<b>Best time of year to implement this unit:</b> Anytime	
<b>Lesson Titles:</b>	
Lesson #1: Workers Who Help Us At School (Part 1)	
Materials and Preparation Requirements:	
Magnifying glass	
Poster board or Chart Paper	
Markers	
Writing paper for # 8	
Lesson #2: Workers Who Help Us At School (Part 2)	
Materials and Preparation Requirements:	
Magnifying glass	
Poster board or Chart Paper from previous lesson	
Markers	
Writing paper for # 8	
<b>Missouri Comprehensive Guidance and Counseling Domain:</b>	
CD.8: Knowing Where and How To Obtain Information About The World Of Work And Post-Secondary Training/Education	
<b>Grade Level Standards (GLSs):</b>	
CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school. (DOK Level - 2)	
CD.8.B.01.a.i: Identify the skills needed by the workers in the school (DOK Level - 2)	
<b>American School Counselor Association (ASCA) National Standard:</b>	
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
X	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

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

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	4. Writing formally and informally

	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	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:**

What happens when a worker does not fulfill his/her responsibility?  
 What happens when a worker does not have the skills to do a job?

**Unit Measurable Learning Objectives:**

The student will identify roles of five school workers.

**Unit Instructional Strategies/Instructional Activities:**

Direct (Structured Overview, Guided & Shared-Reading, Listening, Viewing, Thinking)  
 Indirect  
 Experiential (Role-Playing)  
 Independent study (Learning Logs)  
 Interactive Instruction (Role-Playing, Cooperative Learning)

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

**Summative assessment relates to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.**

The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one of school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book *The Work Adults Do At School*.

**Brief Summary of Unit:**

This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

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

Students will have some knowledge of what the adults in their school do when they go to work.

Vocabulary:

Work, Workers, Investigate