

**Unit #2 Title:** What Work Do Adults Do In Our Community?

**Grade Level:** 2

**Number of Lessons in Unit:** 3

**Time Required:** 30 minute Lessons

**Lesson Titles:**

Lesson #1: All Around the Neighborhood – Part 1

Materials and Preparation Requirements:

Map and/or outline of community (This map may be made by the counselor with generic looking stores for the businesses, or a map may be obtained from a local agency such as a visitor center or the Chamber of Commerce.)

Activity Sheet: *What Adults Do at Work: Information Gathering Notebook* copies for each student – they will make a booklet for taking notes.

Lesson #2: All Around the Neighborhood – Part 2

Materials and Preparation Requirements:

Activity Sheet: *Worker Silhouette* (for each student).

Alternative idea: Draw life-size outlines of students and have students work in teams to complete project in #3 of this lesson.

Lesson #3: All Around the Neighborhood – Part 3

Materials and Preparation Requirements:

Completed Activity Sheet: *Worker Silhouettes* that each student completed as a part of Lesson 2

Writing paper for narrative description of workers

Map completed in Lesson 1

**Mississippi College and Career Readiness Standard:**

W 2.1, W.2.2, W.2.5, W.2.8, SL.2.1, SL.2.1A, SL.2.1B, SL.2.2, SL.2.3, SL.2.4, SL.2.6, L.2.1, L 2.6

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 2, M 5, M 6

B-LS.1, B-LS.3, B-LS.4, B-LS.9

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

**Unit Essential Questions:**

Why are roles, responsibilities, and skills important in the world of work?

**Unit Measurable Learning Objectives:**

The student will identify and compare the roles and responsibilities of two workers (jobs) in their community.

The student will identify and compare skills of two workers (jobs) in their community.

**Unit Instructional Strategies/Instructional Activities:**

<input checked="" type="checkbox"/> Direct (Structured Overview, Guided & Shared – reading, listening, viewing, thinking)
<input type="checkbox"/> Indirect
<input type="checkbox"/> Experiential
<input checked="" type="checkbox"/> Independent study (Learning Logs)
<input checked="" type="checkbox"/> Interactive Instruction (Brainstorming, Interviewing)

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

**Assessment should relate to the performance outcome for goals and objectives.**  
**Assessment can be question answer, performance activity, etc.**  
Students will illustrate the roles and responsibilities of community workers and describe verbally or in writing the skills needed to do the jobs.

**Brief Summary of Unit:**

The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community. Students will gather information through classroom activities and observing and talking with community workers. The three lessons focus on gathering information about the roles, responsibilities, and skills of community workers. The importance of all workers and their responsibilities continues to be an emphasis.

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

Throughout the unit, brainstorming is utilized as a means of generating ideas. Students will need to be able to observe workers and participate in discussions. One lesson includes a discussion of the consequences of the school worker not doing the job correctly or at all, thus, introducing the concept of the value of all work while focusing on the roles, responsibilities and skills of workers.