

Unit #2 Title: Presenting: Me!	Grade Level: 4
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: Who Is the Best Person for the Job?	
Materials/Special Preparations Required	
Room to work in groups.	
Chart or poster paper and markers.	
<i>Personal Portfolio Folder</i> (plan folder students can design and decorate)	
<i>Personal Portfolio Profile</i> Activity Sheet	
Lesson 2: Who Really Gets Hired?	
Materials/Special Preparations Required	
Guest Speaker who owns or manages a business in the community (restaurant, video store, car wash).	
Transparency of a sample Resume' and Portfolio information.	
<i>Personal Portfolio Folder</i> (from Lesson 1)	
<i>Interview Questions</i> Activity Sheet	
Missouri Comprehensive Guidance Standard:	
CD.9: Applying Employment Readiness Skills and the Skills for On-The-Job Success	
Grade Level Expectations (GLE):	
CD.9.B.04.a.i: Identify the components of a portfolio.	
American School Counselor Association National Standard (ASCA):	
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 1. Develop questions and ideas to initiate and refine research 5. Comprehend 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 6. Apply communication techniques to the job search and to the workplace
	Goal 3: Recognize and solve problems

	Goal 4: Make decisions and act as responsible members of society
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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 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 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

Lesson Assessment (acceptable evidence):

Students will become managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will develop a *Personal Portfolio Folder*; complete a *Personal Portfolio Profile and Interview Questions Activity Sheets*.

Brief Summary of Unit:

Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that need to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students' prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.

Unit Goals:

Students will work together and decide what is important for a worker to be hired, and then learn how this information might be obtained.

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

Students need to be able to work in cooperative learning groups.
 Students need to know the steps in obtaining helper jobs in school.
 Students need to know the skills necessary for success in school.